MCRP 3-0B

How to Conduct Training

U.S. Marine Corps

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DEPARTMENT OF THE NAVY
Headquarters, United States Marine Corps
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FOREWORD

1. PURPOSE

Marine Corps Reference Publication (MCRP) 3-0B, *How to Conduct Training*, provides guidance to assist units on how to conduct Marine Corps training. This publication deals primarily with training's implementation phase. It also explains how to carry out the fundamental procedures of the unit training program and how to control a period of training using performance to test training methods. It is to be used in conjunction with MCRP 3-0A, *Unit Training Management Guide*. The appendices are examples of supporting training documents that are used throughout the Marine Corps.

2. SCOPE

This publication has been prepared primarily for trainers (officers, staff NCOs, and NCOs) at the company level and lower throughout the Fleet Marine Force. It reflects the techniques and procedures that have been developed over the years to improve the overall training effort in the Marine Corps. It may also be used as a reference for instruction in training the trainers.

3. SUPERSESSION

Fleet Marine Force Manual (FMFM) 0-1A, *How to Conduct Training*, dated 13 December 1990.

4. CHANGES

Recommendations for improving this manual are invited from commands as well as directly from individuals. Forward suggestions using the User Suggestion Form format to:

COMMANDING GENERAL
DOCTRINE DIVISION (C 42)
MARINE CORPS COMBAT DEVELOPMENT COMMAND
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5. CERTIFICATION

Reviewed and approved this date.

BY DIRECTION OF THE
COMMANDANT OF THE MARINE CORPS

PAUL K. VAN RIPER
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Commanding General
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Unit Training Management

"The definition of military training is success in battle. In my opinion, that is the only objective of military training. It wouldn't make any sense to have a military organization on the backs of the American taxpayers with any other definition. I've believed that ever since I've been a Marine." [1]

LtGen Lewis B. "Chesty" Puller

Training is an integral part of the Marine Corps' preparation to go anywhere, take on any adversary, and win! As such, Marine Corps units train as they expect to fight. This warfighting training philosophy provides the Marine Corps with an unifying goal for individual and collective training. With this common thread woven throughout Marine Corps units, and with the Nation requiring greater accountability of public funds, effective and efficient training must focus on attaining and maintaining the state of operational readiness to support Marine air-ground task force (MAGTF) warfighting operations (independent, joint, com- bined, or multinational).

Unit training management (UTM) is the application of the systems approach to training (SAT) and Marine Corps training principles to maximize training results and to focus the unit's training requirements on the wartime mission. (MCRP 3-0A, *Unit Training Management Guide*, explains the UTM process.) The SAT process is used to identify, conduct, and evaluate Marine Corps training. (MCO 1553.1B, *The Marine Corps Training and Education System*, outlines the SAT process.) This systematic approach ensures that training and education are conducted in an environment of awareness and continuous feedback.

The SAT process is an effective and efficient tool, not a program, used to control the mission training and requirements directed by higher headquarters. It is a five-phased approach that provides commanders with the training management techniques they need to analyze, design, develop, implement, and

evaluate perfor- mance-oriented training. The application of SAT and training principles to unit training occurs at all levels of command. Its most important product is the unit's mission essential task list (METL). The METL becomes the units unique focus for effective and efficient training. Once a unit's METL is developed, commanders set training priorities and allocate resources based on how well the unit executes its METL tasks and the related collective and individual tasks drawn from the Marine Corps Combat Readiness Evaluation System (MCCRES) volumes, training and readiness manuals, mission requirements, and individual and collective standards.

The Marine Corps trains continually to develop and maintain combat-ready Marines and units that can perform assigned tasks to specific standards. Marine Corps training is standards-based, performance-oriented, and prioritized in accordance with mission requirements. The Marine Corps training program builds self-confidence, promotes teamwork and esprit de corps, and develops professionalism in leaders.

The Marine Corps training principles and SAT, the foundation for UTM, apply at every echelon of command, from the Marine expeditionary force commander practicing tactical command and control with division commanders in a command post exercise (CPX) to the squad leader training Marines to conduct resupply operations. Training is effective only if it produces technically and tactically proficient Marines and leaders who form cohesive units capable of accomplishing their assigned missions.

MISSION-ESSENTIAL TASK LIST

Why is UTM important to the Marine Corps? The traditional versatility and adaptability of the Corps is being challenged by demands for a more frugal approach to operational excellence. To confront this challenge effectively, Marine Corps training programs must pursue warfighting requirements. In pursuit of these requirements, we must identify what the unit must do to accomplish its wartime mission and focus training on essential tasks. UTM guides commanders in the development and use of a METL to accomplish this end.

Marine Corps training programs are based on wartime requirements. Units cannot achieve and sustain proficiency on every possible training task. Therefore, we identify the things a unit must do to accomplish its wartime mission, then, focus our training on these essential tasks. This is achieved via a METL. The METL consists of the critical warfighting tasks necessary for mission accomplishment. During METL development, the commander needs to ascertain the unit's warfighting mission(s). Commanders analyze possible tasks and select tasks essential for mission accomplishment. This selection process reduces the number of tasks the unit must train to and focuses the unit's training program. In similar types of organizations, mission-essential tasks may vary significantly because of different wartime missions or geographical locations.

The Marine Corps' versatility and adaptability must continue to be emphasized by our aggressive pursuit of operational excellence through effective and efficient unit training. UTM is the methodology commanders can use to meet this challenge. It is important for every command element to understand the benefit of UTM to its training effort.

EMPHASIS ON TRAINING

Training as a unit builds teamwork, transmits skills and knowledge, and sustains proficiency in individual and collective tasks. Commanders must implement the best mix of individual and collective training to ensure that Marines learn and sustain proficiency in mission-essential skills.

Marines learn best through performance-oriented training. This method requires them to perform tasks according to specified behaviors and standards, but not necessarily to occupy a specified time. The times indicated on the training schedule are only a guide; training is conducted until standards are met. Training's focus must be on the actual performance of the tasks.

TRAINING PRIORITIES

Priority is given to training that is critical to the unit's combat mission accomplishment. Battalion and squadron commanders set training priorities and

defer/exempt training in their training plans and schedule when authorized by higher headquarters. If time or the lack of sufficient resources prevents the accomplishment of all required training, the commanding general has the authority to defer and/or exempt training. The authority to defer and/or exempt training may be delegated to battalion and squadron commanders. Training is prioritized as follows.

Mission-Oriented

Mission-oriented individual and collective training provides Marines with the skills, knowledge, and attitudes necessary to execute combat-related missions.

Formal

Formal training (e.g., rifle range qualification) is directive in nature. It should be prioritized below mission-oriented training re- quirements.

Ancillary

Ancillary training (e.g., Servicemen's Group Life Insurance, sexual harassment, veteran's benefits) is directive in nature. It should be prioritized below mission-oriented and formal training requirements. Ancillary training can be conducted as opportunity training (opportunity training is also known as hip-pocket training). It should be performed when there is a lull in mission-oriented or formal training activities. Appendix A provides additional information on opportunity training.

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Chapter 2

How To Use Training Standards In Units

"Even if the odds are markedly against an army which has well-trained small units and small unit commanders, that army will often defeat a force superior in numbers and equipment." [2]

LtGen Arthur S. Collins, Jr.

Standards-based training is one of the Marine Corps' training principles. Standards-based training is the use of common procedures and uniform operational methods to create a common perspective regarding unit and individual performance within the Marine Corps. This perspective allows Marines to train, operate, maintain, and fight with efficiency and effectiveness.

INDIVIDUAL TRAINING STANDARDS

Individual training standards (ITSs) establish specific performance objectives based on a Marine's military occupational specialty (MOS). All Marines must acquire the skills and knowledge they need to execute their MOS. Repetitive practice sustains individual skills; it also develops additional skills needed in the unit. Developing basic individual skills before training in a more ad- vanced skill results in better comprehension and more efficient use of training resources.

COLLECTIVE TRAINING STANDARDS

Collective training standards are the mission performance standards of the MCCRES. The primary purpose of collective training is to develop units that

can accomplish their combat missions. Teamwork in battle is built upon repetition and coordination of individual and collective skills developed at squad, section, platoon, and company levels. Initial squad, crew, or section training helps leaders and individual Marines understand how their actions relate to other team members. Subsequent training reinforces an individual's and a team's primary mission and tasks. Subsequent training continues until these missions and tasks become instinctive. Once initial squad, crew, or section tasks are learned, commanders then challenge their Marines with carefully planned training events, such as drills and training exercises. This training process further develops an individual's ability to function as a team and to react to a specific threat capability under combat conditions. Battle drills develop precision, speed, and teamwork through repetition of mission-critical tasks that require instinctive reaction.

Information gained by the commanders and their staffs during training evaluations is used to plan future training. An analysis of the unit mission and the collective tasks needed to support the mission determines what individual, leader, and collective training should be stressed. The METL provides the framework for this analysis.

UNIT TRAINING AND FORMAL SCHOOL TRAINING

Not everything required of Marines can be taught in a formal school. The primary tasks a Marine needs to know to perform successfully in an MOS are published in a Marine Corps order on the Individual Training Standards System (ITSS). The order tasks the formal school with the responsibility of ensuring that all Marines in a particular MOS can perform certain tasks upon graduation from the school and assignment to a unit. Once in a unit, commanders use the SAT analysis phase to discern which specific ITSs are related to and support the accomplishment of the unit's METL. The ITS order is not intended to be a list of required training for a particular MOS, it is a resource from which Marines can identify individual training requirements that support the unit's METL. The tasks and standards are used by both school directors and unit commanders to establish individual training programs and to measure the effectiveness of the unit's training programs.

Training standards should be used to guide the training program of the unit. They are obviously the benchmark of performance, and they can be used to define a unit's training programs. At the unit level, training standards should be used to accomplish the following.

Determine Individual or Team Proficiencies and Deficiencies

An individual Marine's proficiency can be determined by administering a pretest on each task he/she is expected to perform. To assess a team's proficiency, commanders can conduct battle drills, training exercises, or low-cost battle simulator exercises. Information on team proficiency can also be gathered by con- ducting inspections and analyzing information from previous training reports, including MCCRES evaluation reports. The commander selects tasks based on the information gathered from individual or team proficiency/deficieny reports.

Determine Instructional Settings, Methods, and Media

The tasks that are selected can be taught in a number of ways. The training standard may identify other resources such as correspondence courses and training aids/devices (e.g., Indoor Simulated Marksmanship Trainer [ISMT]) currently available for use in training programs.

Develop Resources

It is necessary to develop the training resources required to assist individuals and units in mastering deficient skills. Planning must be done to ensure that instructors, ammunition, equipment, ranges, and classroom space are available as necessary. See MCRP 3-0A, *Unit Training Management Guide*, for a detailed discussion of the SAT development phase.

Evaluate Proficiencies as a Result of Training

After training is completed, the evaluator uses the training standards to ensure that individuals and teams can successfully perform all the required tasks. Individuals/units can be retested following remediation to determine if they

mastered the skills on which their performance was evaluated as unsatisfactory. Exercises, drills, and inspections can be used to evaluate teams.

Record the Results of Training

Training results must be recorded once training is completed. The proper tracking of performance aids assessment and can be used to determine when follow-on sustainment training should be scheduled. Appendix B outlines a concise technique for the management of individual and collective training records.

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Chapter 3

Types of Training

"The best form of 'welfare' for the troops is first class training, for this saves unnecessary casualties." [3]

Field Marshal Erwin Rommel

The Marine Corps' UTM program addresses both individual training and collective training within a unit. Individual training develops the technical proficiency of both the Marine and the leader. Collective training builds on individual skills and provides the basis for unit proficiency in executing combat missions.

INDIVIDUAL TRAINING

Individual Marine training focuses on mastering the skills that support the unit's METL. The following methods and programs are used to develop individual skills:

- Sustainment training.
- Train-up training.
- Cross-training.
- Managed on-the-job training (MOJT).
- Individual training evaluation.

Sustainment Training

Sustainment training is the repetitive execution of essential, previously mastered tasks. It maintains skill and task performance at the required level of proficiency. The unit commander determines the level of proficiency necessary to accomplish the unit mission. Sustainment training corrects identified performance weaknesses and reinforces strengths. It maintains the required level of readiness and sustains high performance while correcting areas of low proficiency.

Train-up Training

Leaders should provide opportunities for Marines to train at the higher skill levels of their career field once they become proficient in their MOS tasks. Train-up training prepares Marines to perform tasks at higher levels of responsibility. It provides the unit with a broad base of experienced personnel that can assist in the conduct of training and during periods of personnel turbulence or loss. It also prepares Marines for promotion.

Cross-Training

Cross-training is another important method of Marine training. It is normally performed within a squad, section, or detachment in order to train Marines on other jobs and MOSs within the team. Cross-training allows a small unit to operate, despite personnel shortages, and it broadens a Marine's professional development.

Managed On-the-Job Training

Another effective training technique is MOJT. It may be used to complete a Marine's individual training and to sustain previously mastered skills. It may also be used for train-up or cross-training. In order for MOJT to be effective, the commander and the staff must identify training objectives and aggressively manage the unit's program. The leader conducts the training and evaluates the Marine's performance. MOJT is also used to train personnel for additional duties, such as company training NCO.

Individual Training Evaluation

It is important to evaluate how well the individual Marine can accomplish a task after training. The ITSs for each task are designed to aid in the evaluation process. The performance steps listed for each task can be used as a checklist to determine if training was effective.

COLLECTIVE TRAINING

Teamwork in battle consists of the coordinated, sustained, and successful accomplishment of collective and individual skills and tasks at crew, squad, section, platoon, company, team, squadron and battalion levels. Collective training builds teams that can accomplish the combat mission. Training programs stress collective training because—

- Marines fight best as members of a unit.
- Collective training develops the confidence and teamwork units need for success in combat.
- Collective training is efficient. Marines practice individual skills while developing collective skills under proper super- vision.
- Collective training allows leaders to assess a Marine's and a unit's strengths and weaknesses during training exercises.

- Collective training allows leaders to practice leadership skills.

- During collective training, units can train concurrently for MAGTF operations as a combined-arms team in a challenging and realistic environment.

Commanders and leaders are responsible for the collective training of their units. Battalion commanders train company commanders, company commanders train platoon leaders, platoon leaders train squad leaders and crew chiefs, and squad leaders and crew chiefs train individual Marines. The key point is that the leader is a part of the unit and the unit's trainer. The leader trains the unit to perform; but when the unit is tasked or committed, then the leader's primary function is as a member and leader of the unit. The leader or the commander above the leader then assumes the primary role of trainer and evaluator.

Teamwork is essential to success in combat, regardless of the echelon or component involved. Initial squad, crew, or section training helps both leaders and individual Marines understand how their actions relate to those of other team members. Once initial training is completed, commanders have Marines, teams, and staffs practice selected missions and tasks until the tasks become routine. Commanders then challenge their Marines with carefully planned training events. These events should realistically duplicate the stressful, unpredictable, high-pressure environment of actual combat situations. These events can include continuous operations over extended periods of time and the loss of leaders through simulated casualties. Evaluation teams and staffs gather information during these simulated events in order to plan future training.

Techniques for Collective Skills

Leaders and staffs must also train as teams. Some of this training occurs during daily operations, but additional training is usually needed to prepare for combat missions. Effective training techniques include coaching and critiquing by senior leaders, tactical exercises without troops (TEWTs), map exercises (MAPEXs), battle simulations, command field exercises (CFXs), and fire support coordination exercises (FSCXs). TEWTs and MAPEXs train leaders and selected subordinates to consider mission-unique factors and the

best use of terrain and tactics. With a minimum of troop support, CFXs, CPXs, and FSCXs provide commanders and their staffs with opportunities to practice combat missions in realistic settings. Participants perform command, control, and communication functions under stress similar to that of war. A realistic battlefield simulation gives the command group and staff practice in command and control functions, detailed familiarity with battle plans, and a thorough appreciation of the commander's concept of tactical employment.

Preliminary skills and individual tasks must be learned before trainers can concentrate on collective tasks. Training begins with simple tasks conducted under ideal conditions. Once the unit or individuals can perform the tasks under simple conditions, the trainer increases speed, requires greater accuracy, and progressively increases realism until Marines can perform to standard under all situations and conditions described in ITSS manuals and the unit's particular MCCRES volume. Trainers continuously coach and make on-the-spot corrections while individuals prac- tice.

Throughout the time allotted for practice, trainers critique each task to identify what Marines do right or wrong and how to improve their performance. After-action reviews (AARs) are conducted at the end of the training event. If needed, AARs are also conducted during training to correct deficiencies immediately.

Battle Drills

Battle drills are standard methods and techniques used to execute a small unit collective task (e.g., dismounting a vehicle under fire, emplacing a forward arming and refueling point, or operating a crew-served weapon). They are the connecting links between individual and collective tasks. Battle drills are repeated until a unit can instinctively execute its drills to standard.

Battle drills are a set of detailed responses to a specific situation. They are executed by a simple, short command. No supplementary commands are needed, and individual steps and tasks are few. Once Marines are trained to proficiency, drills are executed by instinctive reaction, without reference to any guide or job aid.

Battle drills are similar to football plays. Both must be well rehearsed if the unit is to work effectively as a team. For example, when a quarterback gets to the line of scrimmage and discovers that the defense is stacked against the play that was called in the huddle, he uses a prearranged code to call a new play. Marines must also be so proficient in their drills that they can immediately use or change the drill as the combat situation requires.

Crew and team chiefs, squad leaders, platoon leaders, and company commanders conduct drills. Battle drill training begins simply, often in the motor pool or at some convenient, nearby site. Battle drills follow a specific progression, which is described in figure 3-1.

Since the scope of a drill is limited, it may be trained collectively in the motor pool, in a field, or in a local training area. It may be trained concurrently with higher unit collective training. It may also be practiced during unscheduled training time and as training shortcomings are identified. Appendix C provides a detailed example of an instructor's battle drill exercise lesson guide. Although the example in appendix C is very detailed, commanders must remember that the focus of any battle drill is training and the performance of the task, not the format of the lesson guide or the training aids.

Some drills are too complex to train to standard during one training session. At times, commanders must schedule two or more sessions to achieve proficiency. To build on the information presented and the skills learned during the initial training session, trainers should conduct additional practice sessions as soon after the first session as possible. Since the training was presented previously, a detailed presentation of basic information is not usually needed. A simple demonstration or review of the performance measures may be enough to refresh Marines' memories before practice.

Once individuals and units can perform to standard, leaders increase the level of realism beyond the minimum conditions established by the ITSS manuals and the appropriate MCCRES. Leaders must train individuals to perform under conditions similar to those experienced during combat. Some variable conditions are—

- Enemy capabilities (nuclear, biological, and chemical [NBC]; electronic warfare; smoke; gas).

- Terrain and climate (mountains, deserts, jungles).
- Physical or mental fatigue.
- Situation complexity.
- Day or night operations.

Once the unit has mastered a drill, its performance must be sustained. Sustainment training, performed throughout the year, ensures the maintenance of proficiency required in combat.

Situational Training Exercises

Situational training exercises (STXs) are mission-related, limited- duration exercises designed to train one collective task or a group of related tasks and drills through practice. STXs teach the standard and preferred method for carrying out the task. STXs are more flexible than drills and usually include drills, leader tasks, and individual tasks. STXs may be modified, based on the unit mission, or expanded in scope to meet special mission require- ments.

STXs and other similar exercises are usually trained by the company commander, while platoons execute drills. The battalion commander does the same for company exercises. The battalion commander assigns staff members to evaluate and assist with the STX.

A STX may be conducted using the “thin-slice principle”. This principle involves representation of combat support elements by only a portion of their normal quantity of personnel and equipment. For example, an artillery battery may be represented by a single howitzer section and a fire direction center or a helicopter squadron may be represented by two or three helicopters. Regardless of the size, it is essential that all elements work together as they would in

SET UP

The trainer ensures that the equipment required to enhance performance-oriented training is available. The trainer inspects Marines, their equipment, and the appropriate range or facilities orders prior to the start of training.

TALK-THROUGH

The trainer explains the standards and the method of evaluation (if applicable). Each Marine then repeats the details of his/her task(s) so the trainer can correct any errors.

WALK-THROUGH

Walk-through is performance-oriented training, but it is conducted at a pace that allows the trainer to control the training in order to achieve effective training results.

RUN-THROUGH

The trainer conducts the drill until the standard is met. The drill is conducted with all vehicles and equipment, at a faster and faster pace, and under increasingly more realistic con-

Figure 3-1. Drill Progression.

ditions such as smoke, mission-oriented protective posture (MOPP) 4, or darkness. (**Note**: Faulty performance is corrected during the run-through phase of drill training, even if this means stopping the drill and starting over.)

EVALUATE PERFORMANCE

Drill performance is assessed by the leader or commander of the next higher unit. If squad leaders conduct drills, the platoon leader or platoon sergeant observes and carefully evaluates the training. If the platoon leader executes drills, the company commander evaluates. Deficiencies identified during the evaluation should be corrected during remediation training. There is no need to go back and retrain acceptable skills, but the trainer should rather retrain deficiencies only.

DRILLS DURING EXERCISES

During a situational training exercise (STX) or field training exercise (FTX), small units execute their drills under realistic combat conditions. Evaluators and opposing forces (OPFORs) should be briefed as to where a drill is executed and the drill's outcome. For example, if a squad dismounts from its vehicle while it is under fire and any of the dismounting personnel are killed, the weakness in executing this particular drill should be noted.

Figure 3-1. Drill Progression—Continued.

combat. There should be no administrative or constructive aspects to the exercise. Destroyed vehicles are eva- cuated under conditions that simulate a combat environment. Calls for fire should be computed and shot using either full-service or subcaliber ammunition, if safety requirements allow. Preliminary training for this exercise is progressive in nature. The STX's final objective is to prepare units for large-scale exercises, such as combined-arms drills and FTXs.

Large-Scale Exercises

In collective training exercises, the company commander is the primary trainer and evaluator for company-level tasks. The battalion commander assesses proficiency of several companies by training and evaluating the battalion in drills, STXs, and ultimately as a part of the FTX. Commanders use these exercises to train collective skills in battle staff, survivability, and weapon systems training. Commanders select a particular training exercise, or combination of exercises, based on the unit METL and collective combat tasks and missions. They select the training exercise that best meets the unit's mission objectives. For training exercises at the battalion level, commanders and their staffs must be proficient in command and control. Commanders and their staffs learn to use the available combat power at the right place and time, to maneuver units, to plan and coordinate fire support, and to integrate all applicable systems during large-scale exercises.

LEADER TRAINING

Leader training consists of individual training that equips leaders to perform leadership tasks associated with the unit's operational mission. It prepares a leader to lead a unit, make decisions, and develop tactical and technical proficiency. The unit leader's training program develops the leadership skills of subordinates. The program can also concentrate on preparing NCOs to supervise one or more MOSs at a particular skill level. MOJT is also an effective method for conducting leader development training. A valuable part of MOJT is instruction through the use of role models. Marines can learn much by observing a technically proficient and effective leader.

TEWTs, CPXs, and FTXs are good performance-oriented exercises for training leaders. Other techniques that develop and practice hands-on leadership skills include—

- Conducting unit physical training (PT).
- Performing inspections.
- Training drills.
- Coaching and critiquing on-the-job performance.
- Presenting classroom instructions.
- Conducting objective AARs.
- Pursuing independent study. This can include correspondence courses, Service publications, and professional journals. Civilian and military schools also provide instruction to improve leader performance and potential.

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Chapter 4

Instructing

"The object of teaching is to enable the [students] to get along without their teachers. . . . to provide them with an independence of mind and soul." [4]

General C.W. Abrams

During instruction, leaders present the information Marines need to perform the training standards. Leaders provide Marines with the information they need to perform a given task and to develop enthusiasm.

PRESENTATION PURPOSES

Presentations serve five basic purposes. First, leaders use presentations to supply Marines with what they need to know to practice efficiently. The amount of detail contained in the presentation depends on the Marines' proficiency. By planning practice activities first, leaders identify the key elements that must be performed and eliminate elements that don't require training. Most importantly, leaders must ensure that the information to be presented is accurate.

Second, leaders use presentations to point out cues. All tasks have cues, which are contained in the task conditions. For example, the alarm that signals Marines to don their protective masks is a cue. Trainers must point out these cues and explain how Marines must react to them.

Third, leaders use presentations to instruct Marines how to make the decisions required to carry out many tasks. For example, they must know how to respond to certain enemy tactics or to an equipment malfunction. If there are several ways to perform a task, leaders show Marines how and when to choose the best way. For example, if Marines must select a firing position, they base their decision on terrain and the enemy situation.

Fourth, leaders use presentations to encourage transfer of learning. Leaders point out steps or actions that apply to more than one task or set of conditions. Marines then understand how training for some tasks help them train for others. For example, after Marines learn to shift gears on a 1/4-ton truck, they can quickly learn to shift gears on a larger truck.

Fifth, leaders use presentations to promote learning among Marines. For example, when Marines train in tactics, leaders emphasize the main points by relating lessons learned from past wars. This information promotes greater interest in the training and helps make the evolution more memorable for the Marines.

PREPARATION OF MARINES

Marines must know when and where training will occur and what equipment will be required. They must also be trained in any prerequisite tasks prior to the training session. To properly prepare Marines for training, leaders—

- Use pretests to identify Marines or units to be trained and to confirm the level of training proficiency. MCCRES or ITS systems are excellent diagnostic tools.
- Identify Marines that do not need training. These Marines may be scheduled to conduct cross-training in other unit duties or to assist as peer trainers.
- Motivate Marines before they receive training. Marines must know why the training is important and how it will help them do their jobs.
- Identify and train in prerequisite tasks before scheduled train- ing.

The required support personnel must know their roles thoroughly and also be properly equipped and prepared to carry out their tasks.

LEARNING COMPREHENSION PRINCIPLES

There are six basic learning comprehension principles: relevance, conceptual framework, learning outcome, method, evaluation, and primacy/recency. By using these principles, instructors help Marines comprehend the instruction.

Relevance

Relevance addresses the significance of the lesson to the Marine. A lesson's relevance is usually addressed in the attention-gaining portion of the lesson. This part of the lesson identifies the benefits the student will receive if he/she listens to the lesson. The instructor should be able to describe the importance of the lesson to the student, if the lesson is indeed relevant.

Conceptual Framework

The conceptual framework provides two important things for the student. First, it is a road map of where the instructor will take the student during the lesson. Second, it creates gaps in the student's mind that must be filled. For example, if we tell a student that we are going to talk about three things and then name them, we create conceptual gaps in the student's mind that can be powerful tools in the learning process. By filling these gaps, we provide the student with closure and understanding.

Learning Outcome

By stating the proposed learning outcome, leaders identify tasks that Marines must be able to perform at the end of the training session. Specifically, the proposed learning outcome identifies what Marines will be able to do, under what conditions they will perform these tasks, and the required proficiency. Knowing the learning outcome can reduce a Marine's anxiety so he/she can concentrate on learning.

Method

The method of instruction identifies how Marines will learn; e.g., practical application, lecture, demonstration. Knowing the meth- od ahead of time can reduce Marines' anxieties so they can concentrate on learning.

Evaluation

Identifying how a Marine will be evaluated also decreases anxiety. Leaders should identify the method of evaluation (i.e., performance or written testing) and when the evaluation will occur. Evaluation information is passed to Marines so they know what to expect for feedback.

Primacy/Recency

Research indicates that humans tend to remember the first and last things they hear or see. Therefore, instructors should not present a main idea in the middle of a lesson. This is an important concept that instructors must understand.

Studies also reveal that humans can remember about seven things in a group at a time. This is just a rule of thumb, but instructors should try to keep the main ideas and secondary ideas to seven or less.

METHODS

Four methods of presenting information are demonstrations, conferences (guided discussions), lectures, and practical applications. They can be used alone or in combination.

Demonstrations

A demonstration shows Marines the correct way to perform a task. It is effective for training tasks in leadership, equipment operations, and tactics. It helps Marines see their individual role in a collective task.

Demonstrations can be done several ways. Live demonstrations are often best because they hold a Marine's interest. Demonstrations must be performed slowly. This allows Marines to see all the steps as they are performed. This is critical if speed is essential to the task. Demonstrations emphasize key points and create pauses for discussion. If the task contains many actions, the trainer performs the entire task first, then demonstrates each step of the task separately.

Demonstrations that incorporate practice times are similar to live demonstrations, but with an added practice session. They are sometimes referred to as talk-through, walk-through demonstrations. After procedures are demonstrated and understood, Marines are given a chance to practice the steps under increasingly realistic conditions until they can perform to MCCRES or ITSS standards.

A skit is another type of live demonstration. Skits show how skills or tasks work in real-life situations. They frequently use humor as an attention-keeping device. Skits show how Marines work together. This type of demonstration works best with person-to-person communications, staff procedures, and chain-of-command functions.

If, due to size, Marines cannot view the entire demonstration, then sand tables, scaled-down models, films, or video tapes are more effective than a live demonstration. Videotaped and/or filmed instruction can effectively demonstrate tasks that may otherwise require substantial resources.

Conferences (Guided Discussions)

During conferences, Marines discuss the information presented. Trainers initiate and guide discussions by giving information and asking questions. Conferences work best when there is more than one correct procedure, when Marines have some knowledge of the tasks, or when time is not critical. Conferences are effective when—

- The group is familiar with the subject. Even though the discussion is guided, experienced Marines will make many good training points, increasing interest among others.

- The subjects are interesting and open to discussion. Conferences allow Marines to state options that trainers and other Marines can then discuss. To encourage participation, trainers must guide the discussions

Conferences do not require Marines to perform tasks. They encourage a free exchange of information. Trainers must know their subject well, and they must also have or develop the ability to guide a discussion among Marines.

Lectures

Lecturing presents information with little discussion. Typically, it is a one-way form of instruction: from instructor to instructed. As the least preferred method of instruction, lectures should be used only when—

- There is a large group and no performance activities are required, such as for training on the Uniform Code of Military Justice or Code of Conduct.

- Training time is very limited and no other method allows the trainer to present information as quickly.

- Marines know very little about a subject and lectures prepare them for demonstration and practice.

- Trainers want to emphasize technical material with one correct or preferred method.

Practical Application

If using practical application, the trainer seeks to provide as realistic a training scenario as possible. They can be time-consuming and involved, but it provides students with the best training environment in which to learn a task. Marine Corps training, which focuses on performance-oriented training, requires the trainer to provide practical application whenever feasible. Factors that can affect the use of practical application are range availability, safety, ammunition, weather, and equipment availability. Practical application, more often than any other presentation method, needs to be fully planned in advance.

INSTRUCTIONAL TECHNIQUES

The following paragraphs identify effective training techniques. Although these guidelines have proven successful, it must be recognized that training is personality-dependent. Each technique should be matched to the situation, instructor, and audience.

Preparation

Demonstrations must be practiced until they can be performed satisfactorily. If a video/film is to be used, it must be reviewed first. If a skit is to be used, it must be rehearsed until mastered. Trainers should write appropriate performance steps in brief, everyday language on a chart or chalkboard to help Marines remember the steps in the proper order.

Once a demonstration has begun, it should not be interrupted by questions. Once the demonstration ends, trainers should review the order in which the tasks must be done, ask questions, and explain the steps as often as needed.

Questions

Asking questions causes an audience to think through their response.

Questions reinforce the information presented in the training session. The effective way to pose a question is to state the question first, then identify someone to answer it. By stating the question first, the trainer holds the attention of all the students, makes all of them think through the question, and makes all of them prepare an answer in case they are called upon to answer the question. It prevents Marines from relaxing and disregarding the question if they don't know who will be responsible for answering it. Trainers should critique both correct and incorrect responses. To ask a question effectively—

- State the question clearly.
- Allow Marines time to think of the answer.
- Select someone to answer, taking care not to set a pattern.
- Critique the answer.

If a trainer cannot answer a Marine's question, the trainer should admit that he/she does not know the answer, offer to research it, and provide an answer later. The trainer should not attempt to answer if he/she is unsure. Trainers who present inaccurate information lose credibility, especially if someone in the group knows the right answer. The trainer shows, by example, that it is acceptable to guess at an answer. Trainers who regularly find themselves unable to answer basic questions must improve their know- ledge of the subject. If trainers know the subject and know how to train the subject, they will be able to speak with confidence and answer questions.

Trainers can gauge how well they presented the information by the way Marines practice. For example, a trainer will know that he/she did not present enough information if Marines ask many simple questions or need too much coaching on basic points during the first practice.

Demeanor

Marines get to know their leaders through their actions. Those who act unnaturally when they instruct will make Marines think about the trainer's performance, not about the tasks being taught. While being nervous is normal, trainers use training outlines and well-rehearsed training sessions to reduce nervousness. Trainers must use language and terms that all Marines understand and avoid unfamiliar acronyms and abbreviations. Repeat material only for emphasis or for better understanding.

Trainers should avoid simply reading the training outlines to Marines; doing so gives the impression that the trainers are unfamiliar with the subject and must depend on scripts. Reading also prevents proper eye contact with Marines. To be effective, trainers look and talk directly to Marines, not to the equipment.

Avoid asking individual Marines to read material aloud. Marines with poor reading skills will be embarrassed, withdraw, and harm the training effort.

The equipment can also be distracting. If possible, trainers should cover the equipment if it is not being used. Trainers attempt to direct a Marine's attention to where it should be and to minimize distraction. Trainers should avoid distracting mannerisms; e.g., playing with pointers or pacing back and forth. An incorrectly worn uniform also distracts.

MEDIA

Audiovisual Materials

Prepared products, such as films and VCR tapes, present information the same way each time. This offers standard procedures that help Marines as they move from unit to unit. These products also save preparation time.

Prepared products also have disadvantages. They may not correspond with the assigned training objectives or may lack needed information. It may be necessary to modify or delete portions of the material presented. If used in the field, audio visual materials may require special hookups, generators, etc..

To use training products effectively—

- Ensure that Marines perform the lesson's required steps (any needed materials or equipment must be available).
- Practice using TV tapes or films, especially if they have to be stopped and started many times.
- Introduce the materials being presented. Marines must be told what to learn from the film. If the film will be discussed later, Marines must be told to watch for discussion points.
- Stop as needed to comment on important points.
- Discuss the TV tapes or films. Trainers must answer questions and discuss or reinforce the main points to ensure Marines learned the correct information.

Television Trainers

Television trainers (TVTs) are portable, black-and-white recording systems that trainers use to tape a Marine's performance. TVTs can be used almost anywhere, except in extremely dusty or wet environments. No special lights are needed to operate a TVT. To use TVTs effectively—

- Practice using the equipment. Try different shots on live subjects, such as a company formation or an individual. Determine what sounds the microphones can pick up.
- Start with a fully charged battery pack. Long taping sessions will require an extra battery pack (one should be charging while the other one is in use). External power is best if an outlet is available.
- Assign someone to operate the camera that is not directly involved in the training. The operator should know the training plan so he/she can plan camera moves in advance.

- Share the tapes. Good performances can be used to train other Marines. Rehearsal tapes and critique tapes can be erased and reused once trainers are finished.

Correspondence Courses

The Marine Corps Correspondence Course Program (administered by the Marine Corps Institute) is useful, but advanced planning is required to use the courses. Group enrollment for corres- pondence courses is a good way to train small groups of Marines such as detachments, squads, sections, or crews. Based on command guidance and a leader's experience, the leader selects key tasks for Marines to learn in the coming year and then arranges for enrollment in the appropriate correspondence course. Once groups complete the correspondence subcourses, the leader arranges appropriate practice activities.

Actual Equipment and Models

The use of actual equipment improves demonstrations. For most equipment-related tasks, the equipment itself is the best training aid. Sometimes, models can be more effective than the equipment. For example, some equipment parts cannot be seen as they operate, but they can be seen in a cutaway model.

Some models, such as a compass model, are larger than the actual piece of equipment, making it easier for groups of Marines to see. Some models are smaller than the actual piece of equip- ment; this can offer a different vantage point from the actual equipment. For example, Marines seldom get to see an assembled bridge from the air, but a model bridge on a sand table gives Marines a realistic view. Models are also used to describe unavailable equipment; e.g., opposing force (OPFOR) vehicles. If a model does not exist, it can be constructed. The use of models is limited only by the trainer's imagination.

Sand Tables

Sand tables are used to build terrain models for demonstrating terrain use and techniques and for describing tactical principles. Marines can frequently get a

better view of the situation at a sand table than from the actual terrain. Sand tables should not be used as a substitute for performing the task on actual terrain in the mission area or close to the garrison. Trainers can use sand tables to demonstrate a task before executing the task on actual terrain. To use sand tables effectively—

- Keep the models interesting. Cardboard cutouts, bits of wood, or stones represent equipment. If training squad-sized units, individual Marines must be depicted (paper cutouts with Marines' identified by name).

- Keep the models simple. Lights, colored sand, and similar features may be distracting.

- Keep the training informal. Use conferences and demonstrations and invite discussions. Marines who practice tactics learn from each other.

Chalkboards, Charts, and Whiteboards

Chalkboards and charts are easy to use, easy to change, easy to see, and usually available. Chalkboards can be used almost anywhere. They are useful in the field to conduct quick training critiques or during a formal AAR. Other surfaces that can be written on with chalk and easily cleaned include—

- Sides of vehicles. (Chalk can be erased with an ordinary felt eraser. Washing the vehicle removes any remaining traces of the chalk.)
- Scraps of canvas. (Do not use good canvas, since it is usually impossible to remove all the chalk without laundering.)
- Walls. (Parts of hallways and outdoor walls can be painted with chalkboard paint. This paint can be written on and cleaned off easily.)

Chalkboards, whiteboards, and flip charts are good to use for lists and drawings that must be changed but usually cannot be prepared ahead of time. Poster-size, homemade charts are also useful. They can be made elsewhere and easily carried and stored for reuse.

To use chalkboards, whiteboards, and flip charts effectively—

- List main points in shortened form as each is introduced. If too many main points are put up at once, Marines will read ahead and their attention is lost. The list can also be used later for review.
- Use the chalkboard or whiteboard for diagrams that change, especially if Marines have difficulty reading. Leaders can draw techniques on the board and change them as needed. Marines can work at the board as the last part of the presentation phase.
- Stand to one side of the board, Marines can see the board better and the trainer is less likely to talk to the board instead of to the Marines.

- Plan chalkboard or whiteboard use. Whatever goes on the board should be in the training outline to ensure smooth use of the board.

- Erase material no longer needed. Failure to do so causes dis- traction.

- Load the material in reverse sequence if using a flip chart. This allows the instructor to flip each page forward rather than struggling to pull the page over the top of the holder.

Overhead and Slide Projectors

Graphics can be made quickly and easily for overhead projectors. Trainers can use clear acetate and grease pencils to create graphics. These graphics are also easy to store. Before making a large collection of overhead slides, trainers must remember that they can be used only when an overhead projector, electricity, and a dark room are available. Some information is best presented in pictures, and the best quality pictures are presented as color slides.

Miscellaneous Technologies

Existing and emerging technologies have provided many new types of media. For example,—

- Video teleconferencing.
- Computer-based training.
- Simulators.
- Distance learning laboratories.
- Video teletrainer centers.

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Chapter 5

Practical Application

"I hear and I forget; I see and I remember; I do and I understand." [5]

Confucius

Practical application is the actual hands-on, skill-development part of training. It should follow as soon as possible after instruction. There are three levels of practical application—

- Learning tasks for the first time (initial training).
- Meeting training standards (proficiency training).
- Practicing previously learned training standards (sustainment training).

INITIAL TRAINING

Initial training introduces Marines to a task. The initial stage of practice should follow the presentation, while information is still fresh in a Marine's mind. This way, Marines will begin practice with a clear idea of the task to be performed because the task has just been explained and demonstrated to them.

Performance Steps

Initially Marines perform relatively small steps rather than completing entire training objectives. Marines practice each step until they can perform all the steps properly and in the correct sequence. Each task in the MCCRES or ITSS can be initially trained step by step.

Control

Leaders control step-by-step practice. They supervise each of the Marines' actions because they want Marines to know the correct way to perform the task. During this stage of practice, Marines must be able to concentrate on performing the task without worrying about failing. After Marines understand the basic steps, they are allowed more freedom.

The environment is also controlled to simplify initial training. Too much realism at first can detract from the training task and make coaching difficult.

There are many areas where step-by-step practice on almost any individual or collective task or drill may be conducted. These places can include barracks, classrooms, parking lots, motor pools, athletic fields, local training areas, and reserve training centers. See appendix D for more detail on training areas.

PROFICIENCY TRAINING

Once Marines know the task's steps and when to perform them, they concentrate on performing the entire task to proficiency. During proficiency training, Marines perform tasks repetitiously until they can meet the training standard. During this stage, Marines are taught the relevance of this task to other tasks.

Requirements

Since Marines have already learned the task, they usually do not need a detailed presentation of basic information. A simple demonstration may be enough to refresh their memories. Marines are then required to—

- Practice to the standard. Marines increase their speed, accuracy, output, or quality of work until they achieve the training objective standards.

- Practice under more realistic conditions (e.g., Marines practice at night while wearing protective equipment or while working on difficult terrain). With each new practice session, training becomes more challenging.

Techniques

During proficiency practice, leaders turn Marines' mistakes into effective training tools. If Marines in a unit fail to use proper light and noise discipline at night, a leader can point out that they are revealing their position and providing a target for enemy direct and indirect fire. Mistakes in practice are acceptable, if—

- There is no risk of injury to Marines.

- There is no danger of damaging equipment.

- The mistake will not waste time.

- The mistake will not erode confidence.

- The trainer is ready to critique the mistake and turn it into a learning experience.

During practices, trainers demonstrate authorized field expedients. For example, if the authorized radio antenna is broken, a field expedient antenna can be made from available materials (e.g., field wire, rope, and wood). Good field expedients are based on correct procedures and a solid understanding of the proper way to perform a task. Field expedients should not be discussed until Marines have demonstrated proficiency on the basic task.

During crew or small unit practices, leaders are key planners. They conduct the training and participate as members of the crews or units during task performance. If the leader participates in the task performance, then the next higher leader or a peer leader must observe, evaluate, and critique the actions of the crew or small unit. For example, if a squad is practicing a movement to contact, the platoon sergeant or platoon leader observes and critiques as required, the company commander then observes and critiques platoons during the platoon practice. Leaders should always participate in the critiques of their Marines.

Some practice is conducted on the job. This is true when the unit performs its missions on a daily basis; e.g., aviation and combat service support units. Leaders must remember that Marines are never fully trained until they can perform to standard under combat conditions. Until Marines meet the standard, trainers must carefully observe, coach, and critique as needed.

SUSTAINMENT TRAINING

General

Sustainment training ensures that the task is practiced and peak proficiency is maintained. During sustainment training, leaders raise the level of realism until the quality, speed, stress, and environment come as close as possible to actual combat missions. Collective training in this stage of practice is more efficient and effective if individual crews, squads, or sections have already achieved proficiency through earlier practice. The crew, squad, and section tasks in the MCCRES, as well as battle drills and STXs, are designed to train Marines and their leaders to function effectively as teams.

Techniques

Leaders add realism and complexity to the situation as rapidly as possible. The nature of the task or drill and Marine proficiency dictate the setting. For example, a squad leader training Marines on patrol formations talks to his/her troops and uses a sand table or chalkboard to reintroduce basic formations.

Marines then practice formations on a parade field or a vacant parking lot to learn team relationships. The open practice area allows the leader to observe and critique individual and group performance. Success under such conditions gives Marines confidence.

After mastering formations in an open area, the squad moves to a more realistic terrain. The squad leader gradually adds combat loads, pyrotechnics, and other elements of realism. Since Marines have already mastered the basic formations, the squad leader can concentrate on how terrain and a simulated enemy situation affect the tasks. If timing is a factor, time standards are also mastered at this stage.

At this point, the squad leader is ready to practice leader tasks as the functioning participant leader of the squad. Doing this may limit the squad leader's objectivity as an evaluator of squad performance. The platoon leader or platoon sergeant must now assume the primary evaluation responsibility for the squad. Still more practice follows to prepare the squad for an exercise against an OPFOR using the multiple integrated laser engagement system (MILES), if available.

During collective training, units must perform MCCRES tasks to standard. If they do not perform tasks to standard, they must continue to practice until they can perform the tasks to standard. Additional practice must occur immediately and under the same conditions. Leaders also determine if certain Marines, leaders, or subordinate units need additional training on selected individual tasks before more collective training is conducted.

When training in a realistic setting, leaders usually work on more than one task at a time. For example, Marines practice clearing a minefield while performing in an NBC environment. The limiting factor is the amount of activity taking place. Practicing too many tasks at once can cause confusion. If this happens, reduce the number of tasks being practiced and get additional leaders or assistant trainers to help with the practice.

Realistic practice should emulate how Marines and leaders will be structured to perform the job or during the mission. The leader plans and conducts the training, positioning himself so he can coach and critique subordinate leaders. Subordinate leaders coach Marines whenever possible, interrupting them

briefly and infrequently. Sustainment training emphasizes critiques, which leaders conduct jointly. Critiquing occurs after the practice has ended or at some natural break in the action.

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Chapter 6

Evaluation

"It cannot be too often repeated that in modern war, and especially in modern naval war, the chief factor in achieving triumph is what has been done in the way of thorough preparation and training before the beginning of war." [6]

President Theodore Roosevelt

"To lead an untrained people to war is to throw them away." [7]

Confucius

Once Marines complete the practice portion of their training, leaders evaluate individual and unit performance against MCCRES mission performance standards, training and readiness events, or ITSS standards. The commander is responsible for the evaluation phase. The trainer and the Marines being trained also provide input to the evaluation.

Evaluations help determine if the training program is meeting its training goals. The evaluation phase measures the efficiency and effectiveness of the training program. Training effectiveness is determined by how well Marines meet or exceed the established training standards. Training efficiency is determined by how well the trainer (and indirectly the training manager) used available resources (e.g., training resources, time, funds, personnel, facilities, equipment, etc.) to train Marines. Evaluation results can indicate that additional training is necessary or that the training program needs revision.

Individual training proficiency is best evaluated by hands-on performance tests. Performance tests measure how well a Marine can perform a specified task. Team proficiency can be evaluated by the use of battle drills and exercises designed to measure how well Marines perform as a unit.

EVALUATIONS AND TESTS

Leaders at all levels continuously evaluate the performance of Marines and units. Leaders must know Marines' capabilities so they can lead properly, improve the training environment, and effectively coach and critique during training. Commanders must know their Marines' capabilities so they can better plan for the necessary resources such as time and equipment.

Performance evaluations include internal and external evaluations. Internal evaluations are performed by the leaders of the unit conducting the training. For example, the squad leader continuously assesses the training status of his/her squad and the individuals within the squad. External evaluations are conducted by the next higher echelon or by peer leaders.

Tests are given to determine if a Marine or unit can perform each task to standard. The tester does not interfere with the performance; the tester only reports results.

There are four primary techniques for evaluating training perfor- mances:

- Post training checks.
- Sampling.
- On-the-job observations.
- Evaluations by higher headquarters.

Post Training Checks

Post training checks are evaluations of training effectiveness. They are conducted at varying intervals after training. For the most timely results, trainers make the post training check the last part of the training session if time and resources permit. This provides the trainer with immediate feedback on the training's effectiveness and immediately identifies if the trainer needs to conduct remedial training to resolve deficiencies. If post training checks must be

conducted separately, they are conducted as soon after the practice as possible.

Post training checks also assess the need for sustainment training. When assessing the need for sustainment training, Marines do not receive pre-training information before the assessment. Sustainment checks are also another form of training. To achieve the best evaluation, leaders personally observe the training of Marines or units.

Sampling

Sampling determines if Marines and units can still perform specific tasks to standard. Leaders use performance evaluations, similar to a post training check, to randomly evaluate several Marines or a portion of a unit. This sampling technique can be applied to either individual or unit tasks. It provides the evaluator with an idea of the individual's or unit's proficiency level on a specific task.

Evaluators sample individual or unit performance as it exists at the time, advanced sustainment training is not provided. The intent is to determine the individual's or unit's level of proficiency without additional training. Marines are given just enough notice of the sampling so they have time to report to the evaluation site. They should not be notified too far in advance. They should not be given enough time to study or practice beforehand. For example, an evaluator can simply walk up to a Marine and say, "Show me how to emplace a Claymore mine." Then the evaluator gives the Marine the task, conditions, and standards. The results will indicate the Marine's actual level of proficiency.

Evaluator proficiency is important since the evaluator is tasked to observe a Marine's actions, decide if a Marine met the standard, and critique a Marine's performance. Therefore, evaluators may also need sustainment training if they have not performed the task for some time. They should be basing their evaluations on their proven abilities and recent experiences in accomplishing the same tasks.

To have an effective sampling, evaluators must assess more than one Marine, crew, squad, or platoon. Ten percent of the unit's personnel strength is usually an adequate sampling and provides a good indicator of the unit's proficiency level. Evaluators should not sample too many tasks at once, but concentrate on certain areas at a time.

On-the-Job Observations

Many Marines, particularly in support or aviation units, regularly perform their combat mission during their daily performance on the job. Therefore, leaders can conduct performance evaluations simply by watching Marines perform their daily tasks. Leaders then compare the results of the Marines' work to the standards.

Evaluation by Higher Headquarters

The chain of command conducts several kinds of performance evaluations at regular intervals. This allows leaders to assess how well their Marines and units perform their missions in the evaluated areas. They observe their Marines during evaluations and review the results. This helps leaders decide if their Marines are proficient or need more practice. These evaluations include—

- Marine battle skills training (MBST), which tests Marines on selected common tasks.
- Internal/external MCCRES evaluations. Internal MCCRES evaluations identify weaknesses. External MCCRES evaluations are conducted by higher headquarters to evaluate the ability of subordinate units to demonstrate selected tasks. See MCO 3501.1D, *Marine Corps Combat Readiness and Evaluation System*, for more information on MCCRES.

Leaders use evaluation results to determine the strengths and weaknesses of their Marines and subordinate units. During training meetings, they recommend future training based on this information.

PERFORMANCE-ORIENTED EVALUATIONS

Performance-oriented evaluations normally follow this sequence:

- Establish the conditions.
- Restate the tasks/conditions/training standards.
- Observe and evaluate.
- Coach and critique.
- Record the results.
- Report the results.

Establish the Conditions. ITSS manuals or MCCRES establish the conditions as part of the training objectives. For example,—

- If an ITSS manual's training objective lists a 7.62mm, M240G machine gun with all components, cleaning kit, cleaning solvent, rifle bore cleaner, lubricant, rags, and patches, then these materials must be on hand for use during the evaluation.
- If a training objective condition states during darkness, then the leader schedules the evaluation at night.
- If the evaluation is conducted as part of an FTX, the leader works with the exercise planner to incorporate the conditions as part of the exercise.

Restate the Tasks/Conditions/Training Standards. The training standards are the evaluation objectives. Trainers restate the tasks, conditions, and standards to the Marines, even if the Marines have heard them before. This ensures that Marines know exactly what is required of them.

Observe and Evaluate. Trainers tell Marines when to start, either by saying *begin* or *go* or by giving them realistic verbal or visual cues.

Commanders must ensure that sufficient evaluators are available to evaluate the task. Evaluators compare a Marine's or unit's performance to the standards and take notes to use during the critiques or AARs.

Coaching and Critiquing. Coaching and critiquing are the primary tools leaders use to tell Marines how they performed. Coaching and critiquing techniques are covered in greater detail in appendix E.

Record the Results. Trainers record individual performance evaluation results in the appropriate records. They record the results of unit training in the AARs or appropriate records as determined by the unit standing operating procedure (SOP). (AARs are covered in detail in appendix F.) Evaluations help leaders determine individual or unit proficiency. Evaluators' reports include—

- How evaluations were conducted. By knowing how the eval- uations were conducted, leaders can judge the validity of the findings.
- What happened. Evaluators describe what they saw, both good and bad.
- Recommendations for change. Evaluators make recommendations for future training needs or changes in training.

These reports are used as a basis for future training management decisions.

Report the results. Trainers must inform the chain of command which tasks were or were not trained to standard. Unit training policy determines if this report is given at a scheduled training meeting or by a written report.

EVALUATORS

To evaluate training effectively, evaluators must—

- Establish/follow procedures for evaluating individual and unit performance.
- Determine the standards they will evaluate.

- Understand their critique and AAR responsibilities.
- Know who is in charge of the evaluation team, who is on the team, and what the individual evaluation taskings are.

Evaluators must also—

- Be proficient in the task to be evaluated.
- Be equal or senior in rank and position to the leaders being evaluated. Unit commanders should evaluate unit commanders, company commanders and platoon leaders should evaluate platoon leaders, etc..
- Use the same movement techniques as the units being evaluated.
- Be familiar with the tactical and field SOPs for the units being evaluated.
- Wear the same uniform as the troops.
- Know how to use sampling techniques.

To evaluate effectively, evaluators require training and the necessary resources. Such training is usually conducted by the chief evaluator together with the commander responsible for the training. Additional guidance for evaluators may also be appropriate and should be issued by the commander or the commander's representative prior to the start of the evaluation.

EVALUATE TRAINING RESULTS

The training manager and the trainer work together to evaluate the results of training as soon as possible after completion of the activity. Initial training evaluation results come from testing the performance of individuals and units. No other indicator is as important as initial training evaluation.

The most difficult part of the evaluation phase is to correctly identify the cause of a training problem. The training evaluation report and feedback from

Marines provide information on the possible causes of training problems. Usually, failure during performance can be attributed to one of the following factors:

- Individual failure.
- Team failure.

- Trainer failure.
- Training program failure.

Individual Failure

One possible cause for failure is the inability of a Marine to perform certain tasks required to accomplish the objective. The Marine may have a skill deficiency or may have misunderstood the directions.

Another possible cause for failure is lack of motivation. Some Marines do not pay attention, fall asleep during the activities or events, allow personal problems to interfere with their progress, or just do not have the proper attitude to receive training. For example, the Marine who failed rifle requalification may have missed the instruction for placing the proper windage or elevation on the weapon and, as a result, never fully understood the procedure.

Unit Failure

Unit failure can be caused by lack of coordination as a unit, which leads to a deficient performance. If an aviation crash crew cannot work smoothly to rescue the pilot, they need further training as a team.

Team failure can also be caused by the deficient performance of an individual on the team. If the driver of a crash vehicle does not choose the correct firefighting agent, the rescue of the pilot may not be successful.

Unit failure may be caused by a lack of leadership. The team will not perform to standard if the team leader cannot make decisions quickly and communicate decisions clearly.

Trainer Failure

If the trainer does not know enough about the subject matter to teach it, his/her lack of knowledge could cause the student's performance failure. This

frequently occurs during a shortage of qualified personnel or if one trainer has to fill in for another trainer without enough time to prepare. If the trainer does not know enough to teach the subject, Marines will not successfully complete the training.

Some trainers are very qualified in the subject matter, but they cannot communicate their ideas very well. They may be unable to instruct. Good instructors know there is more to the art of teaching than simply relaying information.

At times, trainers may also lack motivation. They also must overcome personal problems, uncertainty about duty requirements, or just not caring about the assigned duty. A trainer's lack of motivation can seriously impair training for the individual and the unit.

Finally, the trainer must know how to use the training materials. The trainer must devote the necessary time to studying and becoming familiar with the materials so that the activity progresses smoothly.

Training Program Failure

Marines may fail because they did not receive adequate training. Deficiencies in training materials are a common cause of trainee failure. Marines cannot be expected to pass performance tests if important information is omitted or inaccurate. To determine if a training program failure exists, trainers must ask the following questions:

- How was the instruction given?
- How were tests conducted?
- Were all the resources available when required?
- Were all instructional personnel present and in sufficient numbers?
- Was the test conducted in a reasonable time after the instruction was presented?

Reaping Success From Failure

A properly conducted evaluation should provide the trainer with the information necessary to make changes in training that will improve its effectiveness on the student. The importance of honestly and properly evaluating the conduct and results of a training effort, by asking the above questions, benefits all participants and ensures that we use our limited training resources wisely.

Chapter 7

Battle Drills

"Train in difficult, trackless, wooded terrain. War makes extremely heavy demands on the soldier's strength and nerves. For this reason, make heavy demands on your men in peacetime exercises." [8]

Field Marshal Erwin Rommel

Performance-oriented training is recognized as the best training technique available to teach Marines to perform their missions. Hands-on training imprints the information in the mind of the trainee as no other type of training can. However, a good, performance-oriented training package can be difficult to implement at the unit level due to time, personnel turbulence, and lack of trained instructors.

The following discussion will aid the small-unit commander in establishing, managing, and conducting an efficient and comprehensive training program that uses trainers and the small-unit leader (fire team, section, squad, and platoon) to conduct training. Although the discussion centers around the infantry, any subject that can be taught as performance-oriented training by a small-unit leader is applicable.

BATTLE DRILL

The purpose of a battle drill is to teach individual and collective skills to Marines. Ideally, the Marine's leader (team, section, squad, or platoon) teaches the skill. This develops team integrity and places the small-unit leader in a position of authority and responsibility. Commanders must hold their trainers responsible for the training they have been tasked to conduct. As a guide, each battle drill should last not more than 1 hour. If the subject cannot be taught, demonstrated, and practiced to mastery within 1 hour, it is probably too complex and should be broken down into two or more separate evolutions. Each evolution is divided into three phases. Appendix C contains a detailed example of an instructor's battle drill exercise lesson guide that can be used as a guide to develop a unit's own drills.

Phase 1

Phase 1 includes the trainer's preparation prior to and on the day of training. Preparation by the trainer prior to the day of training includes—

- Determining the references, conditions, and standards for the skill to be taught from the applicable ITSS, training and readiness manual, or MCCRES order.
- Obtaining the applicable references from the unit S-3 or training aids library. Ensure that the references are current.
- Studying the material and learning it thoroughly.
- Writing an instructor's guide. Appendix C contains sample guides for the trainer.
- Determining what training aids are needed.
- Rehearsing until confident with the material.

- Conducting final rehearsals with all training aids and in front of an audience that is knowledgeable of the subject matter. If possible, rehearse on the same ground as where the class will be given.

- Obtaining applicable orders for the proposed training area and ensuring that it suits the subjects to be taught. Appendix D contains techniques used to set up a training area.

- Conducting a reconnaissance of the training area and verifying the training plan.

The trainer performs the following steps on the day of training:

- Prior to the arrival of demonstrators/assistants and students—
  - Reviews applicable orders, regulations, and lesson ma- terials.
  - Inventories training aids, supplies, and ammunition.
  - Sets up the training area as planned.
  - Constructs a sand table/terrain model of training area with detailed emphasis on the teach and practice area.
- After arrival of demonstrators/assistants—
  - Inspects weapons and equipment.
  - Conducts safety brief and ensures that it is understood.
  - Completes any unfinished preparations.
  - Rehearses the demonstrators and ensures that they understand their role in the training.
- After arrival of the Marines to be trained—

- Explains the purpose of the lesson to the Marines to be trained.
- Inspects weapons and equipment.
- Conducts safety brief and ensures that it is understood.
- Maintains unit integrity when possible. If applicable, organizes Marines for training and makes designated leaders responsible for Marines' conduct.
- Distributes supplies and ammunition and explains how it is to be prepared/loaded.

Have trainees prepare individual weapons and camouflage and make on-the-spot corrections. Conduct a review of skills/knowl- edge that have a direct bearing on the lesson. For example, review the immediate action required for weapons and selection of cover and concealment if the battle drill is on fire and movement. Describe the training area. Explain the scoring system. Ensure that the scoring supports the training objectives.

Phase 2

Phase 2 consists of the lecture and demonstration of the new skill. The trainees are given the chance to conduct a walk-through/ talk-through practice of the new skill. During phase 2, the trainer will—

- Introduce the subject (who, what, when, where, why, and how of the instruction).
- Explain the knowledge or skill.
- Have demonstrators execute the knowledge or skill.
- Verify that the trainees understand what they heard and saw and what they are required to accomplish.

- Have the trainees conduct a walk-through/talk-through practice and make on-the-spot corrections.
- Continue the practice until the skill is mastered.

Phase 3

Phase 3 involves final practice at normal cadence.

Battle Picture. The battle picture is issued from a vantage point, using a sand table/terrain model to supplement. It is used to give Marines both a general and specific picture of the situation. The presented information is similar to the information found in a patrol mission brief.

Battle Preparation. Preparation for the final practice includes—

- Indicating the area where the preparation is performed.
- Setting a time limit for preparation.
- Pointing out the direction of the enemy and the location of special ground features.
- Showing the limits of the training area as per range orders.
- Stating the time and place of the orders brief.
- Ensuring that all Marines know the mission and the situation, have a plan of execution, and know the range or training area limits and the routes they are to use.

Scoring System. Visually and verbally explain the scoring system. Use a chart to show 80 percent as mastery of the lesson. See figure 7-1.

Conduct of the Final Practice

- Fire team leader's fragmentary order.

- Reemphasize safety and command lock and load. The fire team leader is now in full control and the time starts at this point.
- Accompany the fire team and observe all actions. Do not interfere except in the case of—
  - Safety violations.
  - Exceeding the training area limits.
  - Crossing the limit of advance (LOA) and completion of the exercise.
  - Command cease fire at the LOA.

Individual Camouflage	5 Points
Weapons Functioning	20 Points
Use of Cover	20 Points
Individual Movement	20 Points
Fire team Formations	20 Points
Tactical Execution	15 Points
	100 Points
Bonus for No Casualties	20 Points

NOTE: The squad is fully tactical after the delivery of the battle picture.

Figure 7-1. Example of a Scoring Chart.

End of Lesson Procedures

- Clear and inspect all weapons and magazines.
- Critique the exercise and allow for questions.

- Give the score, summary, and look forward to subsequent training.
- Police the range/training area.
- Prepare for the next evolution.
- Repack the supplies and equipment.
- Secure the area.

BATTLE DRILL SUSTAINMENT TRAINING

Battle drill sustainment training is a technique used to test Marines on the knowledge/skills they have been previously taught. It differs from the battle lesson in that it is accomplished at normal cadence under realistic battle conditions using blanks against a realistic enemy force. The battle drill sustainment exercise is conducted much the same as a battle lesson. The differences will be readily apparent from the description that follows. See appendix C for specific examples of a battle drill exercise. The MILES may be integrated to enhance realism.

Phase 1

Phase 1 includes the trainers preparations prior to and on the day of training.

Preparation by the trainer prior to the day of training includes—

- Determining the references, conditions, and standards for the skill to be taught from the applicable ITSS, training and readiness manual, or MCCRES order.
- Obtaining the applicable references and orders from the unit S-3 or training aids library. Ensuring that the references are current.
- Studying the material and learning it thoroughly.
- Writing an instructors' guide. Appendix C contains sample guides for the trainer.
- Determining what training aids are needed.
- Rehearsing the class until confident with the material.
- Conducting final rehearsals with all training aids and in front of an audience that is knowledgeable of the subject matter. If possible, rehearse on the same ground as where the class will be given.

- Obtaining applicable orders for the proposed training area and ensuring that it suits the subject to be taught. Appendix D shows techniques of setting up a training area.

- Conducting a reconnaissance of the training area and verifying the training plan.

The trainer performs the following steps on the day of training:

- Prior to the arrival of assistants/aggressors and students—

  - Reviews applicable orders, regulations, and lesson ma- terials.

  - Inventories training aids, supplies, and ammunition.

  - Sets up the training area as planned.

  - Constructs sand table model of the training area with a detailed emphasis on the teach and practice area and the final practice area.

- After arrival of assistants/aggressors—

  - Inspects weapons and equipment.

  - Conducts safety brief and ensures that it is understood.

  - Completes any unfinished preparations.

  - Tests MILES equipment, if it is to be used.

  - Rehearses aggressors.

  - Tests fire weapons.

  - Ensures that assistants/aggressors understand their role in the testing.

  - Issues additional supplies and ammunition as needed.

- After arrival of the Marines to be tested—
  - Explains the purpose of the exercise to the Marines to be tested.
  - Inspects weapons and equipment.
  - Conducts safety brief and ensures that the following elements of that brief are understood.
    - Location of corpsman.
    - Actions in case of injuries.
    - Actions for fires.
    - Radio and landline locations. Station a list of applicable callsigns, frequencies, and grid coordinates at each location for directing aid.
    - Location of principal roads in the area and suitable landing zones.
    - Signal plan for use in emergencies.
  - Maintains normal fire team organization, if possible. If required, reorganize as per normal progression.
  - Distributes supplies and ammunition and explains how they are to be prepared/loaded.
  - Describes the training area, administrative area, concurrent training/review area, assembly area, and test area.
  - Reviews training.
  - Explains the scoring system, both graphically and verbally. Explains to the Marines being trained that the squad will be scored in the areas of preparation and execution. A detailed breakdown of how they will be scored will be explained in the assembly area prior to the final testing.
  - Ensures that Marines understand what they saw and heard.

Prior to phase 2, the trainer conducts a review of skills/knowl- edge as required.

Phase 2

During phase 2, Marines prepare to conduct sustainment training.

Introduce the Exercise. This is the who, what, when, where, why, and how of the exercise. Trainers ensure that Marines understand what they heard and what they will be required to accomplish.

Battle Picture. From a vantage point, the leader issues an operations order, fragmentary order, or mission brief as applicable to the situation. This sets the tone for the battle exercise. The battle picture can be very detailed or vague as the exercise dictates.

Battle Preparation. Preparation for the final practice includes—

- Indicating the area where the preparation is to be carried out.
- Setting a time limit for preparation.
- Pointing out the direction of the enemy and the location of special ground features.
- Showing the limits of the training area as per range orders.
- Stating the time and place of the trainees' orders brief.
- Ensuring that all Marines know the mission and situation, have a plan of execution, and know the range or training area limits and the routes they are to use.

Scoring System. Verbally and visually explain the scoring system. Develop a chart to show Marines the areas they will be graded on during the exercise. The areas selected should support the basic intent of the battle exercise. See figure 7-1.

Phase 3

Phase 3 is the practical application of the battle exercise. Phase 3 includes—

- Repeating the safety procedures and ensuring that all Marines understand them.
- Updating Marines on the battle picture and limits of the range/ training area.
- Listening to the operation order and observing the final battle preparation.
- Accompanying Marines on the exercise, evaluating the performance as per the standards set forth in the applicable training reference.
- Ensuring the safety of the exercise (do not interfere with the play of the problem unless an unsafe situation occurs). The range safety officer/supervisor should accompany the Marines and be primarily concerned with safety. This leaves the trainer free to concentrate on the conduct of the exercise.
- Ordering *CEASE FIRE AND CLEAR ALL WEAPONS* at the limit of advance.
- Executing end of lesson procedures:
    - Inspect all weapons and magazines to ensure that they are safe.
    - Conduct an on-the-spot debrief while Marines' actions are still fresh in their minds.
    - Describe Marines' actions in chronological order.
    - Discuss common faults and give praise where warranted.

- Give Marines their scores and explain why they received a specific score.
- Summarize the evolution.
- Look forward to subsequent training.
- Police the range/training area.
- Prepare for the next evolution.
- Repack the supplies and equipment.
- Secure the area.

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Appendix A

Opportunity Training

(also known as hip-pocket training)

Opportunity training is conducted by squad, section, crew, detachment, or team leaders when unexpected training time becomes available. Opportunities occur when units are waiting for transportation, when scheduled training is postponed or completed early, or when there is a break in action during an FTX.

Opportunity training is also known as hip-pocket training. The term "hip pocket" derived from the trainer's ability to carry opportunity training materials in his/her hip pocket. During unscheduled lulls in training, the leader can reach back into his/her hip pocket and pull out training outlines that allow him/her to fill a vacant time. For example, during an unscheduled break in an exercise—

- An artillery gun crew leader may conduct hip-pocket training on aircraft identification.

- A mechanized company vehicle track recovery crew chief could review recovery techniques for different vehicles.

Spare training time can also be used for sustainment or ancillary training. Hip-pocket training improves the trainer's confidence in his/her ability to train and lets him/her make the best use of the available training time.

SELECTING TOPICS

Tasks performed during this type of training usually relate to, or are prerequisites for, other upcoming training, such as—

- NBC.

- First aid.
- Suicide prevention.
- Range estimation.
- Sexual harassment.
- Call for fire procedures.
- Camouflage techniques.
- Map reading.
- Information collection and reporting.

HIP-POCKET TRAINING STEPS

Leaders who execute hip-pocket training need to identify specific training objectives.

Step 1

Review training schedules, training directives, and on-the-job performance in order to identify hip-pocket training tasks. Discuss these tasks during training meetings. Consider the following:

- Look for prerequisite topics needed for other upcoming training.
- Look for topics identified as requirements in ancillary training directives.
- Attempt to break larger hip-pocket training topics down into smaller increments (approximately 15 to 30 minutes each).

- Identify topics that need minimal resources and equipment to train and that can be trained almost anywhere.

Step 2

Prepare a training outline. Plan for a 15- to 30-minute session. If needed, use more than one session.

Step 3

Announce the training. The specific date, time, and place cannot be given to Marines. However, they can be alerted that training is imminent. This allows them to prepare themselves mentally. Hip-pocket training is not limited to work station or garrison areas but is equally effective in a field environment.

Step 4

Conduct the training.

POINTERS

Leaders must conduct hip-pocket training effectively. Time limitations do not allow detailed, step-by-step explanations. However, commanders must plan and prepare for hip-pocket training as they would any other training. Some unit commanders specify topics for hip-pocket training during training meetings or as notes on unit training schedules. Some even make assignments to personnel so they may prepare for their lesson. Small-unit leaders must be ready to present hip-pocket training on any of these designated topics as time becomes available.

Appendix B

Training Records

Training management is a vital, yet often time-consuming, task. This appendix outlines a concise technique of managing individual and collective training, at platoon or section level, through the use of training records. If commanders use training management principles properly, they can document past training, identify current individual and unit skill proficiency, and identify future training requirements. Training management records provide commanders with the immediate training status of individuals, teams, sections, squadrons, and platoons. Training manage- ment can be applied to any MOS.

For a training management system to be effective, it requires a training record for each individual and for each platoon or section in a unit. Although not required, additional charts may be developed by the using units to track company and battalion collective task proficiency.

INDIVIDUAL TRAINING RECORD

MCOs in the 1510 series, *Individual Training Standard (ITS)*, that deal with ITSSs state, "ITSs which are mastered should be recorded and scheduled for sustainment/refresher training in the future". Therefore, an individual training record (ITR) is kept on each individual in the unit.

Within an individual training record, a separate record is normally maintained on each of the three main categories of training (mission-related, formal, and ancillary). Figure B-1 is an example of a locally-produced method of recording mission-related ITSs.

Figure B-2 is another example of tracking mission-related individual performance using assigned percentages for each task expected to be completed by a Marine. Each assigned percentage is weighted based on its importance and provides an objective combat readiness percentage (CRP) for each Marine.

The CRPs used for MOS 0341 (mortarman) in figure B-2 are only examples. The user may modify the CRP values of each ITS as appropriate. If an ITSs does not fulfill unit METL capabilities, it should not be included in training and it should not contribute towards the CRP. After a Marine performs a task listed on one of the charts, the trainer enters the date that the Marine satisfactorily executed the training. If a task is listed on one of the charts but it has not been tested or it was not successfully executed, the block on the chart remains blank.

Note

A CRP of zero results if the task is not retrained within the designated sustainment period in accordance with the ITSS.

Figure B-3 is an example of tracking formal training requirements. No example is provided for tracking ancillary training. Local commands can design ancillary tracking forms to meet their needs.

Since a Marine's squad/section leader normally has daily contact with the Marine, he/she normally updates the Marine's record. The platoon sergeant, or appropriate section cheif, supervises the accuracy and timeliness of the entries and informs the platoon commander of changes in a Marine’s proficiency. The ITR and any platoon records should be maintained within the platoon.

PLATOON PROFICIENCY CHART

Figure B-4 is an example of a locally-produced platoon proficiency chart (PPC). It shows the platoon by normal rifle platoon table of organization (T/O) and has provisions for modification by the user. The PPC is kept by the platoon sergeant, for the platoon commander. As the platoon successfully completes collective tasks, the date of completion is recorded. For example, if the rifle platoon conducted a successful ambush patrol during its training on 8 October, that date would be recorded on the chart.

Remember that individual Marines also receive credit for ITSs while performing collectively as a unit. For example, all Marines in the unit would receive a satisfactory rating for ITS 0311.1.2 (Move in Combat Formations) and the date would be entered in their ITR. In addition, other Marines in the unit may

INDIVIDUAL TRAINING STANDARDS PER MCO 1510.95
FOR
1371, COMBAT ENGINEER , ENLISTED

COMPANY: _____
PLATOON: _____

(RANK) (LAST NAME) (FIRST NAME) (INIT) (SSN)

TASK NO:	MISSION ESSENTIAL TASK	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	RANK	FREQ
	MOBILITY														
	1. CONDUCT ENGINEER RECONNAISANCE														
	2. BREACH OBSTACLES														
	3. CONSTRUCT PIONEER ROADS														
2.24	DESTROY NONEXPLOSIVE OBSTACLE													E2	S
	4. ASSAULT BRIDGING														
	5. CLEAR MINES														
2.22	BEACH FOREIGN MINEFIELDS													E2	A
	6. CLEAR HELO LANDING ZONES														
1.15	DROP STANDING TREES													E2	S
	COUNTERMOBILITY														
	1. PLACE MINES														
3.11	PLACE/REMOVE STANDARD PATTERN MINE CLUSTERS													E2	A
	2. CONSTRUCT AND SUPERVISE OBSTACLES AND BARRIERS														
3.1	CONSTRUCT WIRE OBSTACLES													E2	S
3.2	CONSTRUCT ABATIS OBSTACLES													E2	S
3.3	CONSTRUCT LOG OBSTACLES													E2	A
	SURVIVABILITY														
	1. CONSTRUCT AND SUPERVISE FIELD FORTIFICATIONS														
1.16	CUT TIMBER TO SIZE													E2	A
1.17	PLACE TIMBER													E2	S
4.1	PLACE REVETMENT MATERIALS													E2	A
4.5	ERECT CAMOUFLAGE NETTING													E2	A
	GENERAL ENGINEERING														
	1. CONSTRUCT STANDARD STANDARD AND NONSTANDARD BRIDGES														
	2. PROVIDE TACTICAL WATER/HYGIENE SERVICES														
	3. PROVIDE TACTICAL ELECTRICAL SUPPLY														
	4. PROVIDE MISSION ESSENTIAL TEMPORARY VERTICAL CONSTRUCTION														
1.1	CUT LUMBER TO DIMENSION													E2	S
1.2	PLACE LUMBER													E2	A
1.10	CONST CONRETE BLOCK STRUCTURES													E2	S
2.19	ASSEMBLE PREFABRICATED MATERIALS													E2	A
	5. PROVIDE MISSION ESSENTIAL TEMPORARY HORIZONTAL CONSTRUCTION														
1.6	MIX CONCRETE													E2	S
1.8	PLACE CONRETE													E2	A
1.9	FINISH CONCRETE													E2	S
	6. PERFORM DEMOLITIONS MISSIONS														

To be used as a record of the training completed and as a proficiency counseling form. Ensure that the month the training is accomplished is marked differently than the month that counseling occurs.

Figure B-1. Example of Recording Mission-Related ITSs.

also have successfully performed land navigation, MEDEVAC procedures, and call for fire while performing the unit's collective task, these date would also be entered in their ITRs.

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Paste figure B-2 here.

Paste figure B-2-continued here.

Paste figure B-3 here.

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Figure B-4. Example of a Locally-Produced PPC.

Paste figure B-4-continued here.

0331, MACHINEGUNNER

TASK #	TASK TITLE	SUSTAINMENT INTERVAL (mos.)	GRADE	VAL	DATE	CRP
100 LEVEL TASKS						
0300.1.1	MARCH UNDER A COMBAT LOAD	6	PVT	1.50%	dd/mm/yy	x.xx%
0300.1.2	IDENTIFY ENEMY AND FRIENDLY EQUIPMENT	6	PVT	0.50%	dd/mm/yy	x.xx%
0300.1.3	EXECUTE IMMEDIATE ACTIONS UPON CONTACT	6	PVT	1.00%	dd/mm/yy	x.xx%
0300.1.4	OPERATE AS A MEMBER OF A PATROL	6	PVT	1.00%	dd/mm/yy	x.xx%
0300.1.6	ENVIRONMENT	6	PVT	0.50%	dd/mm/yy	x.xx%
0300.1.7	CLEAR A ROOM ENGAGE TARGETS WITH THE M16A2 USING FIELD	6	PVT	1.50%	dd/mm/yy	x.xx%
0300.2.1	EXPEDITE FIRING AIDS MAINTAIN THE AN/PVS-4 INDIVIDUAL WEAPON	6	PVT	1.50%	dd/mm/yy	x.xx%
0300.2.2	NIGHT VISION SIGHT ZERO A NIGHT VISION SIGHT AN/PVS-4 TO AN	6	PVT	0.25%	dd/mm/yy	x.xx%
0300.2.3	M16A2 RIFLE ENGAGE TARGETS WITH THE M16A2 USING THE	6	PVT	0.50%	dd/mm/yy	x.xx%

Figure B-2. Example of a CRP Tracking Tool.

(Note: the VAL column would normally total 100% for a complete list of tasks.)

TASK #	TASK TITLE	SUSTAINMENT INTERVAL (mos.)	GRADE	VAL	DATE	CRP
0300.2.4	AN/PVS-4 NIGHT VISION SIGHT MAINTAIN AN /PAQ-4B INFRARED AIMING LIGHT	6	PVT	1.50%	dd/mm/yy	x.xx%
0300.2.5	(IAL) BORESIGHT THE AN/PAQ-4B INFRARED AIMING	6	PVT	0.25%	dd/mm/yy	x.xx%
0300.2.6	LIGHT (IAL) TO THE M16A2 ENGAGE TARGETS WITH THE M16A2 USING THE	6	PVT	0.50%	dd/mm/yy	x.xx%
0300.2.7	AN/PAQ-4B	6	PVT	1.00%	dd/mm/yy	x.xx%
0300.3.1	MAINTAIN RADIO SETS	6	PVT	0.25%	dd/mm/yy	x.xx%
0300.3.2	ASSEMBLE THE AN.PRC-119 SINCGARS RADIO COMMUNICATE USING THE AN/PRC-119 SINCGARS	6	PVT	0.25%	dd/mm/yy	x.xx%
0300.3.3	RADIO	6	PVT	0.50%	dd/mm/yy	x.xx%
0300.3.4	WATERPROOF COMMUNICATION EQUIPMENT	6	PVT	0.50%	dd/mm/yy	x.xx%

Figure B-2. Example of a CRP Tracking Tool—Continued.

(Note: the VAL column would normally total 100% for a complete list of tasks.)

NAME	RAGMAN,	JOSEPH S.			RANK	LCPL		SSN/MOS		263 19 2700/0311	
ADBD	920513	PEBD 320513		EAS	960512		DOB 720708	DOR 930901		GAS MASK	M
SWIM	WSQ	WPN/#11967534			RIFLE QUAL	940912		PISTOL QUAL		FAM	
EST SUBJECT		DATE	DATE	DATE	DATE		EST SUBJECT	DATE	DATE	DATE	DATE
CODE OF CONDUCT UCMJ/MILITARY		930125	940216	950114			NBC DEFENSE	930125	940416	950114	
LAW HISTORIES, CUSTOMS, COURTESIES		930122					SERVICE RIFLE	930711			
CLOSE ORDER DRILL		930417	930511				IND TACTICAL MEASURES				
INTERIOR GUARD		930412	940401				SECURITY OF MILITARY INFO				
FIRST AID & FIELD SANITATION UNIFORM CLOTHING & EQUIPMENT							SUBSTANCE ABUSE	930617			
							MILITARY	SCHOOLS	ATTEND	& MCI	DATE
PFT		DATE	DATE	DATE	DATE		NCO SCHOOL				9411
PULLUPS NUMBER AND SCORE		930122 13/65									
SITUPS NUMBER& SCORE		80/100					MCI MAR RIFLE	SQUAD			9310
3 MI RUN TIME & SCORE		17:08/100									
TOTAL SCORE & CLASS		265/1st									

Figure B-3. Example of a ITR That Tracks Formal Training Requirements.

	Drill #11 Recon Objective	Drill #12 Zone Recon	Drill #13 Tunnel Recon	Drill #14 Passage of Lines	Drill #15 Break Contact	Drill #16 Acquire Target & Fire	Drill #17 Fire & Movement	Drill #18 Action at Objective	Drill #19 Point Ambush	Drill #20 Antiarmor Ambush	Drill #21 Knock Out Bunker	Drill #22 Clear Trench Line	Drill #23 Initial Breach Wire	Drill #24 Breach Wire	Drill #25 Breach Minefield	Drill #26 Clear Building	Drill #27 Consolidate-Reorganize	Drill #28 Occupy & Defend	Drill #29 Patrol Base	Drill #30 Defend (MOUT)
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Figure B-4. Example of a Locally-Produced PPC—Continued.

(reverse blank)

	Drill #11 Recon Objective	Drill #12 Zone Recon	Drill #13 Tunnel Recon	Drill #14 Passage of Lines	Drill #15 Break Contact	Drill #16 Acquire Target & Fire	Drill #17 Fire & Movement	Drill #18 Action at Objective	Drill #19 Point Ambush	Drill #20 Antiarmor Ambush	Drill #21 Knock Out Bunker	Drill #22 Clear Trench Line	Drill #23 Initial Breach Wire	Drill #24 Breach Wire	Drill #25 Breach Minefield	Drill #26 Clear Building	Drill #27 Consolidate-Reorganize	Drill #28 Occupy & Defend	Drill #29 Patrol Base	Drill #30 Defend (MOUT)
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Appendix C

Example of an Instructor's Battle Drill Exercise Lesson Guide

This instructor's lesson guide reflects a squad being trained by its squad leader in a particular battle drill with no modifications to their normal fire team organization.

1. SUBJECT

Firing from cover and reaction to effective enemy fire.

2. PURPOSE

To teach Marines to fire from natural and prepared covered positions and to react to effective enemy fire as individuals in a fire team.

3. REFERENCES

a. CplX 14.6, Issue an operation order for a fire team sized unit.

b. PvtX 14.2, Move as a member of a fire team sized unit.

c. PvtX 14.5, React to enemy direct fires.

d. FMFM 6-5, Marine Rifle Squad.

4. INSTRUCTOR EQUIPMENT AND TRAINING AIDS

a. Assistants/Demonstrators. Two assistants/demonstrators, equipped with normal arms and equipment for demonstration, act as the enemy during the final practice.

b. Ammunition/Pyrotechnics

(1) 150 rounds 5.56mm blank A080.

(2) 1 red smoke grenade G950 (for safety signaling).

(3) 1 red star parachute L311 (for safety signaling).

(4) 4 green smoke grenades G940 (for enemy).

5. TRAINEE EQUIPMENT

Trainees require normal arms and equipment, 10 rounds of 5.56mm blanks per man, and 2 white smoke grenades per fire team.

6. PHASE 1

Preparation by the trainer on the day of training.

a. Prior to the arrival of assistants, demonstrators, and stu- dents:

(1) Review applicable orders, regulations, and the lesson.

(2) Inventory training aids, supplies, and ammunition.

(3) Set up the training area as planned. (Provide details as necessary.)

(4) Construct a sand table model of the training area with a detailed emphasis on the teach/practice area and the final practice area.

b. After arrival of demonstrators/assistants:

(1) Inspect weapons and equipment.

(2) Issue the safety brief and ensure that it is under- stood.

(3) Complete any unfinished preparations.

(4) Rehearse the demonstrators and ensure they understand their role in the training.

(c) After arrival of the Marines to be trained: (20 min)

(1) Explain the Purpose of the Battle Drill. The purpose of this battle drill is to teach you to fire your weapon accurately from varied types of natural and prepared covered positions. You will also be taught to move from these positions to other positions as individuals in a fire team. This will be accomplished while you are undergoing effective enemy fire.

(2) Inspect Weapons and Equipment. The inspection of weapons and equipment may be delegated, but the trainer is ultimately responsible.

(3) Issue the Safety Brief. Issue the safety brief and ensure that it is understood. Include in the safety brief:

(a) Location of corpsman.

(b) Actions for injuries.

(c) Actions for fires.

(d) Radio and landline locations. (Station a list of applicable call signs, frequencies, and grid coordinates at each location for directing aid.)

(e) Location of principal roads in the area and suitable landing zones.

(f) Signal plan for use in emergencies. (A red star parachute is used for signaling MEDEVAC helicopters into the area once sound or visual contact is made. A red smoke grenade is used for marking the landing zone and to aid in determining wind for the aircraft.)

(g) Station Marines at principal points that lead into the training area. These Marines will act as guides for vehicular evacuations.

(4) Maintain Fire Team Organization. Maintain normal fire team organization if possible. If required, reorganize as per normal progression.

(5) Distribution. Distribute supplies and ammunition and explain how they are to be prepared/loaded.

(6) Trainee Preparation. Have the trainees prepare individual weapons and camouflage. Make on-the-spot corrections.

(7) Review Training. Prior to phase 2, the lecture and demonstration phase of the training, fire teams review the following related tasks in the concurrent training/review area and meet at the teach and practice area in 15 minutes.

(a) Immediate action for weapons.

(b) Individual movement and fire team formations.

(c) Individual camouflage and concealment.

(8) Describe the Training Area. Use the sand table model to describe the training area. The following areas are identified and discussed:

(a) Administrative area.

(b) Concurrent training/review area.

(c) Teach and practice area.

(d) Assembly area.

(e) Final practice area.

(9) Explain the Scoring System. The squad is scored in the areas of preparation and execution. A detailed breakdown of scoring is explained in the assembly area prior to the final prac- tice.

(10) Prepare for Phase 2. Have squad members move to the review training area and prepare for phase 2. Supervise and make on-the-spot corrections.

7. PHASE 2

Lecture and demonstration. (20 min)

a. Introduction. Explain that: In defense, fighting is normally carried out from a fighting position. During the attack or while patrolling, Marines make the best use of cover to conceal themselves from view, to protect themselves from enemy fire, and to provide a firing position. During operations, the enemy presence is usually indicated by his fire. The speedy reaction and the efficient use of cover by our troops can help survival and bring about the destruction of the enemy in battle.

b. Firing From Behind Cover. Explain and demonstrate:

(1) Always try to rest the forearm for more accurate shooting.

(2) When the forearm cannot be rested, rest the back of the hand on the cover. If the cover is either too hard or sharp, rest the rifle on the cover as close to the hand as possible.

(3) Do not rest the barrel, as this will displace the shots fired.

(4) No matter how the cover is used, basic marksmanship principles apply.

c. Fire Positions. Explain and demonstrate:

(1) The ideal fire position is one that:

(a) Allows Marines free use of their personal weapon and grenades.

(b) Provides cover from high explosives and small arms fire and also gives cover from view.

(c) Enables an unobstructed view of a wide field of fire.

(2) Cover from view can be obtained by the skillful use of trees, bushes, and outcrops. Permanent defensive positions require camouflage that appears natural.

(3) When selecting a night time fire position, Marines must be aware of the danger of dead space near the position itself and places where the enemy will be silhouetted against the sky- line.

d. Fighting Positions. Explain and demonstrate:

(1) To achieve the best firing position, Marines use the right corner of the hole. They place both elbows on the elbow rest and the forearm against the parapet in front. Left-handed firers use the left corner.

(2) Marines should ensure that maximum frontal protection is built into the position.

(3) If the hole is shallow, Marines kneel, squat, or stand with their feet apart in order to lower their body profiles.

(4) If the hole is deep, Marines stand on an ammunition box, sandbag, or firing step.

e. Bushes, Trees, and Buildings. Explain and demonstrate:

(1) Fire around the right side of the cover unless better concealment is available on the other side due to shadow.

(2) If the cover is narrow, Marines get directly behind the cover and keep their legs together.

f. Scrub. Explain and demonstrate:

(1) When firing from scrub, Marines use squatting or kneeling positions for short periods.

(2) If the position is to be used for an extended time, Marines use the sitting position to reduce fatigue.

(3) Firing from the lower branches of large trees sometimes provides a better view of the arc of fire.

g. Low Banks and Folds in the Ground. Explain and de- monstrate:

(1) To obtain maximum protection in the position, Marines keep muzzle clearance as close to the top of the bank or the breast of the fold as possible.

(2) The shape of the ground may necessitate lying at a greater angle to the line of fire than is normal.

h. Walls and Houses. Explain and demonstrate:

(1) Walls and houses provide good cover for fire positions during street fighting.

(2) If possible, Marines should remove a few bricks from the wall, near ground level, and fire through the gap rather than over the top of the wall.

(3) A wall with a thickness of one brick does not provide protection from fire, but it is useful for concealment.

i. Ensure Understanding. Ensure that Marines understand what they heard and saw.

j. Confirm by Practice. Have the Marines execute each type of firing position until the each position is mastered.

8. REACTION TO EFFECTIVE ENEMY FIRE

a. Taking Cover. Explain and demonstrate: While advancing, Marines continue to advance until ordered to take cover. On the command TAKE COVER, Marines:

(1) Sprint toward the nearest cover or the cover previously indicated by the squad leader.

(2) Get down and crawl into the position and observe, keeping the rifle behind the cover.

(3) Check that the sight is correctly set and fire at any visible enemy or target indicated by the fire team or squad leader. (It may be necessary to alter the fire position after the initial return of fire if the enemy fire is still effective.)

(4) Take care to listen to fire commands from the fire team leader and squad leader.

(5) Fire two rounds, then move their bodies left or right a few feet if possible while maintaining cover.

(6) Refill empty magazines during any lull in firing.

b. Advance. Explain and demonstrate:

(1) On the command PREPARE TO MOVE, Marines check the safety catch to ensure it is on safe (S) and then move back behind the cover. Make sure that full magazines are ready and pouches are fastened.

(2) On the command MOVE OUT, Marines break cover from a position that is different from where their firing took place and advance in the direction and formation indicated.

c. Ensure Understanding. Ensure that Marines understand what they heard and saw.

d. Confirm by Practice. Plan for five to seven incidents including one on an open forward slope that requires Marines to run back using cover of smoke grenades. The use of aggressors in the later incidents adds to the realism of training.

e. Location of Marines. Have Marines move to the assembly area.

9. PHASE 3

Final practice. (20 min)

a. Battle Picture. Present the battle picture from a vantage point and use the sand table to supplement: "Your fire team is the point for a platoon movement to contact. The enemy is known to be to our front in 3- to 4-man elements. They have normal arms and equipment and mortars for indirect fire support. I expect that they will stand and fight if encountered. You can expect observation posts, snipers, and ambushes during movement. You will normally have a 3- to 5-minute delay in getting support. Support is limited to organic platoon weapons and 60mm mortars in general support."

b. Battle Preparation. Preparation for the final practice is as follows:

(1) Indicate the area where the preparation is performed.

(2) Give a time limit for preparation.

(3) Point out the direction of the enemy and the location of special ground features.

(4) Show the limits of the training area as per range or- ders.

(5) State the time and place of the orders brief.

(6) Ensure that all Marines know the mission and the situation, have a plan of execution, and know the range or training area limits and the routes they are to use.

c. Explain the Scoring System. Show the chart and state: You will be graded in the following areas with 80 percent considered mastery of the lesson. See figure C-1 for an example of a grading chart.

d. Conduct of the Final Practice

(1) Grading of a fire team leader's fragmentary order. See figure A-1 for an example of a grading chart.

(2) Reemphasize safety and command *LOAD AND MAKE READY*. The fire team leader is now in full control and the time starts at this point.

(3) Accompany the fire team and observe all actions. Do not interfere except for:

(a) Safety violations.
(b) Exceeding the training area limits.

(c) Crossing the LOA and completion of the exercise.

(d) Command CEASE FIRE at the LOA.

e. End of Lesson Procedure

(1) Clear and inspect all weapons and magazines.

(2) Critique the exercise and allow for questions.

(3) Give the score, summarize, and look forward to subsequent training.

(4) Police the range/training area.

(5) Prepare for the next evolution.

(6) Repack the supplies and equipment and secure.

Individual Camouflage	5 Points
Weapons Functioning	20 Points
Use of Cover	20 Points
Individual Movement	20 Points
Fire team Formations	20 Points
Tactical Execution	15 points
	100 points
Bonus for No Casualties	20 points

NOTE: The squad is fully tactical after the delivery of the battle picture.

Figure C-1. Example of a Grading Chart.

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Appendix D

Training Areas

The unit's training needs influence the training area selection. If only simple training is to be done and no pyrotechnics or blanks are used, local maneuver areas may suffice. If the training is more complex and requires a more varied landscape with cover, obstacles, and an impact area, then a range or training area designed for that type of training must be found. The following discussion will guide the commander in determining the type of training area needed and where it may be located.

DETERMINE UNIT NEEDS

Simple Training Tasks

If training involves the accomplishment of a simple task or tasks, the commander may locate a suitable area within walking distance of the unit to conduct training. Usually an open area, a parking lot, a stand of trees, or even the edge of a large wooded area can be found nearby. Obviously, training sites within proximity of the unit are both economical and convenient. They may be used for formal instruction or for practicing tactics and unit SOPs prior to departure for other training areas. Although a close training site is preferred, trainers must also be aware of local regulations on environmental impact before scheduling unit training. They must also check with the unit S-3 before training close to billeting and work areas.

CAUTION

Open areas, wooded areas, or areas close to personnel are not suitable if training involves the use of hazardous pyrotechnics or munitions.

Complex Training Tasks

If the planned training is too complex to make use of local areas, the trainer must request a suitable training area that meets the planned training requirements. Range control can provide detailed information on available training areas and firing ranges aboard the base. The commander will need to know the following information in order to secure the appropriate training area.

Number of Personnel to Train. The commander must know the maximum number of personnel to be trained during the evolution. This determines the size of the training area. If platoon tactics are the terminal objective, the area will need to be larger than the area typically assigned to a squad. If three platoons are training in an area, but only one needs the use of a live fire range, then maneuver areas adjacent to the range that will allow the other platoons to conduct their training must be requested.

Length of Stay in the Area. The amount of time required to perform the training determines if the training area can support the unit for the duration of the training. The sanitation and environmental impacts of living in the field are important considerations when planning a training evolution.

Training Conditions and Standards. Training conditions and standards, references, and range regulations are reviewed to determine—

- The type and quantity of weapons to be fired.
- The ammunition and pyrotechnics required.
- The targets and simulators required and if training support personnel are needed.
- If terrain satisfies the training objectives.
- Specific objectives; e.g., bunkers, trenches, or built-up areas.

ESTABLISH THE TRAINING AREA

Before the commander schedules the training area, he/she must conduct a reconnaissance of the area to verify that it meets the unit's needs. If the training area does not meet the unit's needs, then another, more suitable area must be found. The training area must be subdivided in order to facilitate control and safety. Figure D-1 shows an example of an infantry company's training area layout. For example, an infantry company usually needs an area equivalent to a grid square (1000 X 1000 meters). Each platoon has a 500-meter square area to conduct its training. This allows simultaneous evolutions to occur without one platoon interfering with another platoon. Each platoon area is further divided to facilitate squad training. Obviously, training that requires considerable tactical movement requires a larger area.

Consideration should be given to segregating the training site into the following areas:

- An administrative area for troop staging and inspection.
- A concurrent training area where Marines may practice skills that allow them to accomplish the terminal objective, such as tactical weapons handling and selecting cover and concealment for a terminal objective of assault on a fortified position.
- A teaching and practice area resembling the actual exercise area. This area cannot interfere with adjacent training evolu- tions.
- An assembly area for final inspections, preparation, and safety checks prior to the final evaluation.

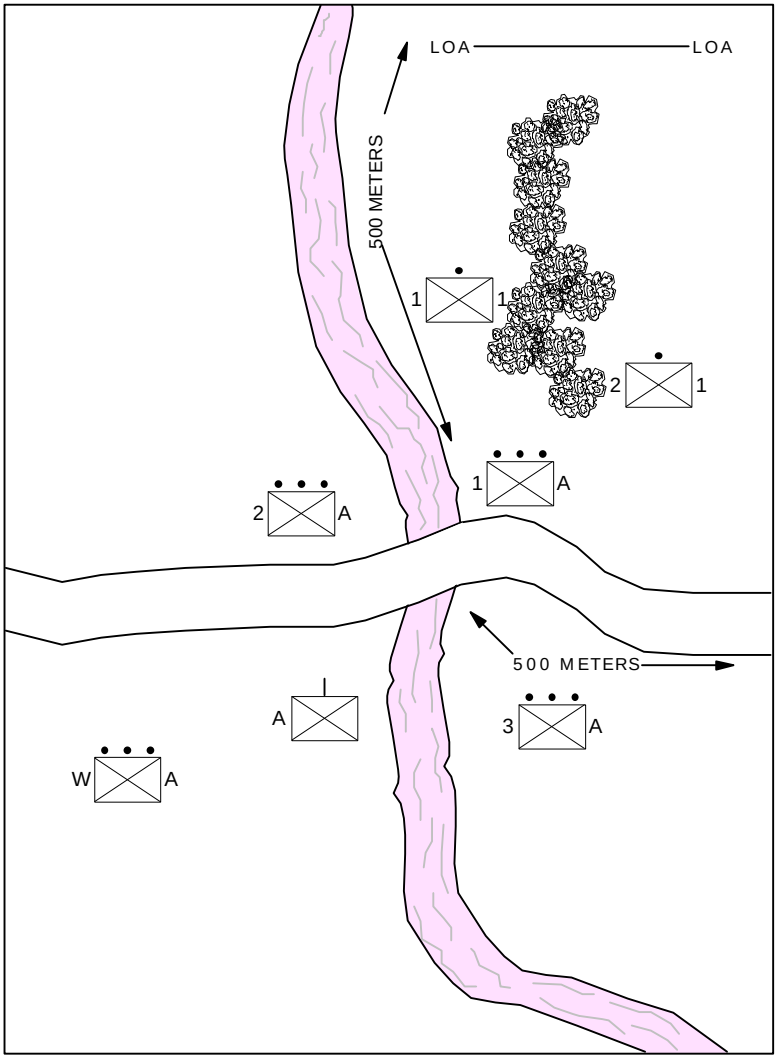

Figure D-1. Example of an Infantry Company's Training Area Layout.

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Appendix E

Coaching and Critiquing

Coaching and critiquing are tools that leaders use to provide feedback during training. In coaching, leaders make corrections or give additional guidance during the actual performance or practice of a task. In critiquing, leaders point out all the strong and weak points of a unit's or team's performance

Throughout the performance or practice of a task, leaders constantly coach and critique Marines to correct their mistakes and to reinforce what they do well. Coaching and critiquing are especially important the first time Marines practice a task. Once tasks are performed correctly, leaders can reduce the amount of coaching and critiquing, but coaching and critiquing are never eliminated. See figure E-1.

COACHING

Coaching is the most powerful tool a commander has to improve performance. It permits immediate correction of a mistake and prevents negative learning. During step-by-step practice, leaders coach heavily to reduce errors. Coaches and leaders watch every action performed by Marines, correct mistakes on the spot, and provide tips to ensure that Marines, crews, and units learn cor- rectly.

It is important to start coaching as soon as Marines need help and before they become frustrated or confused. While Marines are practicing tasks, leaders use coaching to focus on fine points that improve speed and quality of performance. For example, a squad leader may tell Marines to increase the space between them as they advance to an objective. Leaders also use coaching to help Marines perform daily operational jobs and tasks. Coaching emphasizes safety and security and continues until Marines perform the task correctly. When Marines practice tasks the right way, they learn them the right way.

COACHING (During Performance)	CRITIQUING (After Performance)
Corrects errors on the spot.	Identifies strengths/weak- nesses.
Provides help when needed.	Answers critical training questions.
Focuses on critical details.	Indicates any additional practice needed.
Prevents negative learning.	Encourages open discussion/ group participation.
Improves speed.	Improves understanding of tasks.
Provides immediate feed- back.	Promotes retention.

Figure E-1. Tools for Evaluating Performance.

Leaders must develop solid, effective coaching skills. To coach effectively, leaders must—

- Be able to perform the tasks themselves.
- Coach the way they would want to be coached. During initial practices, leaders are understanding and patient. They assume that every Marine can improve. During advanced practice, leaders become more demanding to ensure that Marines perform their tasks to standard. Coaching becomes more detailed as practice focuses on proficiency.
- Provide help when signs of confusion or frustration appear.
- Point out the critical cues. As practices progress, leaders reinforce cues to ensure that Marines have learned the proper responses.

CRITIQUING

Critiques are discussions that leaders conduct after practice. They are mini AARs. They bring out both strengths and weaknesses. They answer three questions that are important to learning:

- What happened?
- Why did it happen?
- How could it have been done better?

Leaders critique each task after it is practiced. After each critique, Marines practice the task again to reinforce what they learned in the critique.

Critiques occur at a logical breakpoint; e.g., right after a platoon has taken the objective, reorganized, and consolidated. The platoon leader might call a break in the training session and conduct a critique on the tasks associated with making the hasty attack. Critiques are verbal and informal, taking only a short time immediately after completion of the task.
During critiques, Marines talk about what they did during the training. As they attempt to answer the three questions, they correct each other's understanding of the tasks. The leaders listen to the discussion, add the appropriate information and comments, reinforce the correct actions taken, identify incorrect actions, and determine if additional practice is required. If necessary and possible, leaders conduct more practice immediately after the critique. Such repetition helps Marines remember what they learned in the critiques. Leaders ensure that Marines correct their mistakes and then critique the practice again.

For collective tasks and missions, subordinate leaders are also critiqued, but never in front of their Marines. After their private critiques, subordinate leaders help critique the Marines. This approach has several advantages:

- Leaders maintain credibility with their Marines.

- Subordinate leaders practice their critiquing skills under the watchful eyes of experienced leaders.
- Leaders reinforce their own learning as they pass on corrections to subordinates.
- Leaders and subordinate leaders work in unison, creating a healthy command climate.

To be effective, leaders must keep in mind that critiquing—

- Centers on the Marine.
- Is required if performance or practice stops because of confusion, incorrect performance, or lack of understanding.
- Reinforces good performance and corrects deficiencies or weaknesses.
- Occurs as often as needed.
- Lasts as long as needed to get the points across.

The spirit and tone of the critiques are important. Marines must feel that they can discuss their practice honestly. Leaders encourage open, honest talk and encourage all members of the group to participate. They convince Marines to help themselves and each other by taking part in the critiques. Critiques consist of three parts: description, analysis, and definition.

Description

Marines should describe both good and bad points in their own words. The description does not encourage opinions or judgments; it is limited to facts. To get Marines to state the facts themselves, leaders may have to prompt them on some of the details by asking questions. As they talk, Marines are forced to think about their performance, which helps them profit from the review.

Analysis

During a critique, Marines and leaders analyze what they did correctly and what they did poorly. The analysis concentrates on why performance fell below standards. Standards in the ITSS manual, MCCRES, or unit SOP are referred to as often as needed. The analysis should not over emphasize mistakes, but should reinforce strong points and good performance. Since much of our training is intended to prepare for war, the analysis identifies the consequences that would result if these actions had occurred during combat. Knowing why tasks must be performed a certain way in combat gives Marines more incentive to perform tasks correctly and gives them a greater sense of responsibility to the team.

It is best if Marines judge their own performance and discover the correct answers themselves. If they can identify their own faults, their confidence will be higher. Even if only one or a few Marines were responsible for short falls, sessions should cover everyone's performance. Weak performers are critiqued separately. Although personal embarrassment is normally to be avoided, peer pressure is also an effective tool for rapid improvement, when required.

Definition

Any problem identified during the analysis must be defined in detail. Marines should have enough information to determine what to do differently the next time. Leaders guide the discussion so that Marines learn how to perform the tasks properly. If Marines develop proper performance methods themselves, they will remember the correct method longer, especially if their leaders confirm their findings.

Appendix F

After-Action Review

The evaluator first discusses an AAR with the unit leader alone. The unit leader, assisted by the evaluator, conducts an AAR with the entire unit. The procedures for both reviews are the same.

SAMPLE PLATOON AAR PROCEDURE

Step 1

Each platoon evaluator develops a discussion outline. The discussion outline guides the AAR.

Step 2

The evaluator first reviews the training standards with the platoon leader. Next, the evaluator leads a discussion of the training events (from the training schedule) in the sequence in which they occurred. Graphics and maps help in describing these events. To conduct an effective pre-AAR, the evaluator—

- Guides the discussion by asking leading questions.
- Discusses not only what took place, but why it happened.
- Guides the discussion so that important tactical lessons sur- face.
- Relates tactical and mission events to the MCCRES and subsequent results.
- Ensures that alternative and more effective courses of action are explored.

- Avoids detailed examination of events not directly related to major training standards (keeps the discussion centered on the topic at hand).

- Avoids discussing excuses for poor actions. Turns excuses into teaching points and keeps the review positive in nature.

The evaluator covers all events associated with the unit's training session and evaluation. He/she summarizes what took place with respect to the training goals. The evaluator never criticizes the leader. Based on the facts presented, the leader will have to critique himself/herself mentally.

Step 3

The platoon leader reviews the training event with the entire platoon. The review is moderated by the evaluator. The same procedures are used as in the platoon leader's AAR, except that the leader, not the evaluator, conducts the discussion with his/her Marines. The evaluator maintains a secondary role and serves only to keep the meeting on track regarding training standards and to prevent arguments. This procedure strengthens the chain of command and puts the focus of the review on the unit leader as the primary trainer of the unit. The review focuses on the unit's collective task performance. The evaluator must be careful not to embarrass the unit leader in front of his/her troops.

The AAR is interactive. Troops learn best when they learn from each other and their leaders. Leaders and evaluators are there to guide that learning. Formal or informal reviews should be conducted for all training. These reviews involve Marines and junior leaders in their own professional development and enables them to learn more.

Step 4

Upon completion of the AAR, the leader or evaluator prepares an after-action report. It contains the evaluation results and any additional details obtained during the review in a format directed by the unit SOP. The same basic principles used for developing the discussion outline for the review apply to the

after-action report. It must be as detailed as possible. It identifies the causes of both substandard and proper performance. The after-action report is forwarded to the next higher commander per unit SOP. Information in the after-action report is used to plan future training.

POINTERS

For effective AARs—

- Discussions must not embarrass leaders or Marines, but emphasize the positive.
- Commanders guide the discussion, not by critique or lecture, but by asking leading questions. They enter the discussion only to sustain the AAR, to get the discussion back on track, or to bring out new points.
- Participants describe what happened in their own words.
- Thought-provoking questions are prepared to stimulate dis- cussion.
- Discussions identify alternate, and possibly more effective, courses of action.
- Discussions avoid minor events that do not directly relate to the major training objective.
- Participants must not excuse inappropriate actions. They examine why actions were taken and what alternatives were available.
- Every unit or element that participated in the exercise must be represented at the AAR.
- Actions required to correct training deficiencies brought out during the AAR are incorporated into the unit training schedule as soon as possible after the exercise.

Appendix G

Acronyms

AAR ..... after-action review

CFX ..... command field exercise
CPX ..... command post exercise
CRP ..... combat readiness percentage

FSCX ..... fire support coordination exercise
FTX ..... field training exercise

ISMT ..... Indoor Simulated Marksmanship Trainer
ITR ..... individual training record
ITS ..... individual training standard
ITSS ..... Individual Training Standard System

LOA ..... limit of advance

MAGTF ..... Marine air-ground task force
MBST ..... Marine battle skills training
MCCRES ..... Marine Corps Combat Readiness Evaluation System
MCI ..... Marine Corps Institute
MCRP ..... Marine Corps Reference Publication
MEDEVAC ..... medical evacuation
METL ..... mission-essential task list
MILES ..... multiple integrated laser engagement system
MOJT ..... managed on-the-job training

MOPP ..... mission-oriented protective posture
MOS ..... military occupational specialty

NBC ..... nuclear, biological, and chemical

NCO ..... noncommissioned officer

OPFOR ..... opposing force

PPC ..... platoon proficiency chart
PT physical testing

SAT ..... systems approach to training
SOP ..... standing operating procedure
STX ..... situational training exercise

TEWT ..... tactical exercise without troops
TV television
TVT ..... television trainers

UCMJ ..... Uniform Code of Military Justice
UTM ..... unit training management

VCR ..... video cassette recorder

Appendix H

References and Related Publications

Marine Corps Reference Publication (MCRP)

3-0A	Unit Training Management Guide

Marine Corps Orders (MCOs)

1510.34A	Individual Training Standards (ITS) Order for Individual Training Standards (ITS) System
1510.35C	Individual Training Standards (ITS) System for the Infantry (Enlisted) Occupational Field (OCCFLD) 03
1510.37C	Individual Training Standards (ITS) System for the Data Systems Occupational Field (OCCFLD) 40
1510.41A	Individual Training Standards (ITS) System for Traffic Management Occupational Field (OCCFLD) 31
1510.44B	Individual Training Standards (ITS) System for Data/Communications Maintenance Occupational Field (OCCFLD) 28
1510.50B	Individual Training Standards (ITS) System for Signals Intelligence/Ground Electronic Warfare Occupational Field (OCCFLD) 26
1510.51A	Individual Training Standards (ITS) System for Legal Services, Occupational Field (OCCFLD) 44 (with change 1)
1510.53B	Individual Training Standards (ITS) System for Personnel and Administration Occupational Field (OCCFLD) 01
1510.54B	Individual Training Standards (ITS) System for Occupational Field (OCCFLD) 46, Training and Visual Information Support
1510.56A	Individual Training Standards (ITS) System for Marine Corps Exchange, Occupational Field (OCCFLD) 41, Marine Corps Exchange

1510.57A	Individual Training Standards (ITS) System for Ordnance Maintenance, Occupational Field (OCCFLD) 21, Volume 4
1510.58A	Individual Training Standards (ITS) System Enlisted Intelligence Occupational Field (OCCFLD) 02
1510.59B	Individual Training Standards (ITS) System for Marine Corps Security Forces
1510.60A	Individual Training Standards (ITS) System for Drill Instructor, MOS 8511
1510.61B	Individual Training Standards (ITS) System for Embarkation/Logistics Occupational Field (OCC- FLD) 04
1510.62	Individual Training Standards (ITS) System for Public Affairs Occupational Field (OCCFLD) 43
1510.64A	Individual Training Standards (ITS) System for the Surveillance Sensor Operator, Military Occupational Specialty (MOS) 8621
1510.65A	Individual Training Standards (ITS) System for Ordnance Maintenance, Occupational Field (OCCFLD) 21, Volume 1
1510.66A	Individual Training Standards (ITS) System for Ordnance Maintenance, Occupational Field (OCCFLD) 21, Volume 2
1510.67A	Individual Training Standards (ITS) System for Ordnance Maintenance, Occupational Field (OCCFLD) 21, Volume 3
1510.68A	Individual Training Standards (ITS) System for Motor Transport (with change 1)
1510.71A	Individual Training Standards (ITS) System for NBC Defense Specialist, MOS 5711; and NBC Officers, MOS 5702
1510.72	Individual Training Standards (ITS) System for Food Service Occupational Field (OCCFLD) 33 and MOS 3061
1510.73A	Individual Training Standards (ITS) System for Supply Administration and Operations Occupational Field (OCCFLD) 30
1510.74A	Individual Training Standards (ITS) System for Aviation Supply Occupational Field (OCCFLD) 66
1510.75A	Individual Training Standards (ITS) System for Auditing, Finance, and Accounting Occupational Field (OCCFLD) 34
1510.78A	Individual Training Standards (ITS) System for Ammunition and Explosive Ordnance Disposal Occupational Field (OCCFLD) 23

1510.79A	Individual Training Standards (ITS) System for Occupational Field (OCCFLD) 55, Music
1510.80A	Individual Training Standards (ITS) System for the Officer Artillery Occupational Field (OCCFLD) 08 (with change 1)
1510.81A	Individual Training Standards (ITS) System for the Enlisted Artillery Occupational Field (OCCFLD) 08 (with change 1)
1510.83A	Individual Training Standards (ITS) System for Operational Communications Occupational Field (OCCFLD) 25
1510.84	Individual Training Standards (ITS) for Marksmanship Training MOSs 8531, 8532, and 9925
1510.85	Individual Training Standards (ITS) System for Marine Gunner, MOS 0306
1510.86A	Individual Training Standards (ITS) System for the Military Police and Corrections Occupational Field (OCCFLD) 58
1510.87A	Individual Training Standards (ITS) System for Marine Corps Special Skills; Volume 1: MAGTF (SOC)
1510.88A	Individual Training Standards (ITS) System for Marine Corps Special Skills, Volume 3
1510.89	Individual Training Standards (ITS) System for Marine Battle Skills Training (MBST), Volume 1 Entry Level (with change 1)
1510.90	Individual Training Standards (ITS) System for Marine Battle Skills Training (MBST); Volume 2: Corporal Through Gunnery Sergeant
1510.95	Individual Training Standards (ITS) System for Engineer, Construction, and Equipment Occupational Field (OCCFLD) 13 (with change 1)
1510.96A	Individual Training Standards (ITS) System for Utilities Occupational Field (OCCFLD) 11
1510.97	Individual Training Standards (ITS) System for the Marine Officer, MOS 9901; Volume 1: Lieutenants and Warrant Officers
1510.98	Individual Training Standards (ITS) System for Tank and Assault Amphibian Vehicle, Occupational Field (OCCFLD) 18; Volume 1: M1A1 Tank
1510.99	Competencies for the Marine Officer; Volume 2: Captains
1510.101	Individual Training Standards (ITS) System for Marine Corps Special Skills, Volume 2

1510.102	Individual Training Standards (ITS) System for Chaplains Assigned to the Marine Corps
1510.103	Individual Training Standards (ITS) System for Tank and Assault Amphibian Occupational Field (OCCFLD) 18; Volume 2: Assault Amphibian
1510.104	Individual Training Standards (ITS) System for Marine Corps Special Skills; Volume 4: Riverine Assault Craft (RAC) Crewman - MOS 8112
1510.105	Individual Training Standards (ITS) System for Occupational Field (OCCFLD) 68, Weather Service
1510.107	Individual Training Standards (ITS) System for Of- ficers Intelligence Occupational Field (OCCFLD) 02
1510.108	Individual Training Standards (ITS) System for Tactical Remote Sensor System (TRSS) Maintainer Military Occupational Specialty (MOS) 8631
1510.150	Individual Training Standards (ITS) System for Career Planner, MOS 8421
1553.1B	The Marine Corps Training and Education System
3501.1D	Marine Corps Combat Readiness and Evaluation System
3501.3B	Marine Corps Combat Readiness and Evaluation System; Volume II: Infantry Units
3501.4A	Marine Corps Combat Readiness and Evaluation System, Volume III
3501.5A	Marine Corps Combat Readiness and Evaluation System; Volume IV: Fixed-Wing Squadrons
3501.6C	Marine Corps Combat Readiness and Evaluation System; Volume V: Artillery Units
3501.7A	Marine Corps Combat Readiness and Evaluation System; Volume VI: Combat Service Support Units
3501.8A	Marine Corps Combat Readiness and Evaluation System; Volume VII: Marine Air-Ground Task Force (MAGTF) Elements
3501.9B	Marine Corps Combat Readiness and Evaluation System; Volume VIII: Marine Air Command and Control System (MACCS)
3501.10A	Marine Corps Combat Readiness and Evaluation System; Volume IX: Marine Expeditionary Unit (Special Operations

	Capable) (MEU[SOC]) Units (Selected Maritime Special Purpose Operations)
3501.12	Marine Corps Combat Readiness and Evaluation System; Volume XI: Combat Support Elements
3501.13	Marine Corps Combat Readiness and Evaluation System; Volume XII: Marine Security Force Battalion
3501.14	Marine Corps Combat Readiness and Evaluation System; Volume X: Part A, Tank Units
3501.15	Marine Corps Combat Readiness and Evaluation System; Volume X: Part B, Light Armored Reconnaissance Units
3501.17	Marine Corps Combat Readiness and Evaluation System; Volume XIII: Marine Wing Support Group Units
3501.23	M1A1 Tank Training and Readiness Manual
P3500.19A	Training and Readiness Manual, Volume 5

Miscellaneous

Uniform Code of Military Justice

Notes

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2. Ibid. p. 444.

3. Ibid. p. 440.

4. LtGen Harris W. Hollis, "The Heart and Mind of Creighton Abrams," *Military Review* (April 1985) p. 62.

5. Maj Gordon L. Rogers, "The Leader as Teacher," *Military Review* (July 1983) p. 7.

6. Robert Debs Heinl, *Dictionary of Military and Naval Quotations* (Annapolis: United States Naval Institute, 1966) p. 329

7. Ibid. p. 328.

8. "Infantry Attacks," trans. G. E. Kidde, *Infantry Journal* (1944) p. 6.